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ABSTRACT

Forty-five conference papers are presented in six sections: getting started in languages for special purposes (concerning teaching, curriculum development, finding, and resources); Spanish for business and the professions; French for business and the professions; other languages (English as a second language, German, Arabic, Mandarin Chinese, and Japanese) for business and the professions; language studies and the international business curriculum; and miscellaneous papers (internships and field experience programs, reading strategies, cross-cultural training, popular culture, computerized instruction, language training for university personnel, and languages and the information professions). (MSE)

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PROCEEDINGS OF THE FIFTH ANNUAL
EASTERN MICHIGAN UNIVERSITY CONFERENCE
ON
LANGUAGES FOR BUSINESS AND THE PROFESSIONS

THE ANN ARBOR INN, ANN ARBOR, MICHIGAN

April 10-12, 1986

Compiled and Organized by
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PREFACE

The 1986 EMU Conference on Languages for Business and the Professions was the fifth in a series of annual meetings on applied foreign languages organized by the faculty of the Department of Foreign Languages and Bilingual Studies and the Language and International Trade Program at Eastern Michigan University, in cooperation with the Division of Continuing Education. It consisted of more than 80 presentations distributed among 31 sessions. Our speakers represented some 39 colleges and universities and 14 businesses or organizations, coming from 26 different states and six foreign countries. The seven plenary sessions were open to the public. Over 200 people attended the gathering as officially registered participants.

This year we were fortunate to have continued financial support from the Michigan Council for the Humanities. In addition, I am very pleased to announce that our meeting received modest but annually-renewable funding from the State of Michigan as part of a Program Revision Request (PRR) for the Language and International Trade Program approved by the State Legislature and the Governor. This ongoing funding will help us continue to reach a wide audience with our message that an education soundly based in the liberal arts has continuing value in our changing world.

A measure of the significance of this annual meeting to the development of the emerging field of applied foreign language and cultural studies is the fact that at least 22 papers from these conferences have been published in professional journals in recent years. I would like to take this opportunity to list the titles of some of the articles which, to the best of my knowledge, began as presentations at our annual meeting:

- "Spanish Commerce in the Liberal Arts Curriculum," by Dr. Micaela Misiego, ADFL Bulletin, 13 (1982), 22-23.
- "A Survey of Spanish for Business at AACSB Colleges and Universities in the United States," by Christine Uber Grosse, The Modern Language Journal, 66 (1982), 383-90.
- "A Survey of Bilingual Employment Opportunities in International Trade," by Dr. John R. Hubbard and Dr. Robert Ristau, Foreign Language Annals, 15 (1982), 115-121.
- "Attitudes Toward Languages for Business at Two South Florida Universities," by Christine Uber Grosse, Foreign Language Annals, 16 (1983), 449-53.
- "The Language of Business Journalism," by J. G. Zuck and L. V. Zuck, Reading in a Foreign Language (March, 1984), pp.

- "A Case for the FL in the MBA and MIB," by John J. Staczek, The Journal of Language for International Business, 1 (1984), 1-8.
- "The Modern Electronic Language Laboratory: A Necessary or Nice Pedagogical Apparatus for International Business Courses?," by Suzanne E. Lindenau, The Journal of Language for International Business, 1 (1984), 15-21.
- "U.S. Business in the Spanish American Novel: A Case of Cross-Cultural Conflict," by Katherine J. Hampares, The Journal of Language for International Business, 1 (1984), 23-36.
- "The Foreign Language Practices of Selected Texas Businesses, by Elaine K. Horwitz and Gloria Contreras, The Journal of Language for International Business, 1 (1984), 13-21.
- "The Rationale for Defining and Measuring Foreign Language Proficiency Programs for Business," by Kathryn Buck and David Hiple, Foreign Language Annals, 17 (1984), 525-550.
- "The Status of Foreign Languages and International Studies: An Assessment in Colorado," by Alain D. Ranwez, Foreign Language Annals, 17 (1984), 97-102.
- "A Rationale for Broadening the Perspectives of Business French Programs," by J. Sanford Dugan, The French Review, 57 (1984), 356-365.
- "The Business-Language Program at the University of Rhode Island," by John M. Grandin, ADFL Bulletin, 16 (1985), 42-44.
- "A Survey of Foreign Languages for Business and the Professions at US Colleges and Universities," by Christine Uber Grosse, The Modern Language Journal, 69 (1985), 221-226.
- "Cross-Cultural Training for Business: A Consultant's Primer," by Susan Rippert-Davila, The Modern Language Journal, 69 (1985), 238-245.
- "Language and Cross-Cultural Training in American Multinational Corporations," by Marianne Inman, The Modern Language Journal, 69 (1985), 247-254.
- "Principles, Content and Activities for the Foreign Language Business Curriculum," by Emily Spinelli, The Journal of Language for International Business, 2 (1985), 1-12.
- "Conversational Language Class for University Faculty: Operational Aspects," by John J. Deveny, Jr., The Journal of Language for International Business, 2 (1985), 13-16.
- "Languages for Travel Industry Managers: Focus on Japanese," by Kyoko Hijirida and Susan Grohs Iwamura, Foreign Language Annals, 19 (1986), 19-24.

- "Rationale, Structure and Methodology of a French Language Program for American Bankers and Traders," by Irene Finel-Honigman, Foreign Language Annals, 19 (1986), 27-31.
- "A French Culture Course for Non-Language Majors," by Norman R. Savoie, ADFL Bulletin, 18 (1987), 55-59.
- "Establishing a Cross-Cultural Analysis Component in Business Foreign Language Courses," by Patricia R. Paulsell, ADFL Bulletin, 18 (1987), 38-44.

Although incomplete, this list demonstrates the interest of the profession in the printed dissemination of papers from our conference. Their publication by these established journals reflects favorably on the quality of the research and thinking associated with the annual gathering we sponsor. In addition to the 22 titles listed above, ten papers from the 1982 and 1983 EMU conferences were published in book form in Essays on the Development of the Business Spanish Curriculum, Geoffrey M. Voght, Editor (Cincinnati, Ohio: South-Western Publishing Company, 1984):

- "A Guide to Text Selection in Business Spanish," by Dr. Christine Uber Grosse (Florida International University)
- "U.S. Business in the Spanish American Novel: A Case of Cross-Cultural Conflict," by Dr. Katherine J. Hampares (CUNY)
- "Foreign Languages for the Professions and Community Needs: From Text to Task," by Dr. Robert L. Surles (University of Idaho)
- "Spanish Commerce in the Liberal Arts Curriculum: The Option of the Certificate and Diploma from Madrid," by Dr. Micaela Misiego (Rutgers University)
- "Graduation Requirements and Program Components in Commercial Spanish at Eastern Michigan University," by Dr. Geoffrey M. Voght (Eastern Michigan University)
- "A Marketing Strategy for Spanish for Business," by Dr. Christine Uber Grosse (Florida International University)
- "The Use of Articles in Spanish on Business Topics in the Commercial-Spanish Class," by Dr. Geoffrey M. Voght (EMU)
- "Spanish, An In-House Course," by Dr. Oscar Ozete (Indiana State University at Evansville)
- "Teaching Spanish for Business Careers," by Dr. Sabatino Maglione (Ithaca College)
- "Techniques for the Commercial-Spanish Class," by Dr. Oscar Ozete (Indiana State University at Evansville)

Special thanks are owed to my friends and colleagues Ray Schaub, Director of the EMU Language and International Trade Program, John Hubbard, until recently Head of the Department of

Foreign Languages, and Ronald Cere, Associate Professor of Spanish, all of whom helped in planning details of the conference and in making it a success. Needless to say, the conference would have been impossible to organize without the help of many other people, too numerous to mention here. To the faculty members at EMU who served on the Conference Organizing Committee and accepted moderating responsibilities, I extend my special thanks. Finally and most importantly, my warmest feelings of gratitude go to the many people from the business community and from academia who came from many parts of the USA and from abroad, to make presentations without honoraria and often at their own expense.

I am also grateful again this year to the U.S. Department of Education and specifically to the people responsible for the ERIC Microfiche Collection for contributing to the national dissemination of the conference proceedings, making the majority of the presentations available to people unable to attend the conference in person. The present volume of papers, together with the 219 papers previously disseminated in this manner from the four earlier meetings, constitute the single most important source of research and thinking on applied languages available anywhere in the world. Their existence will undoubtedly prove valuable to people seeking information on the present state of activities, knowledge and expertise in this academic area.

Finally, my thanks to Birgitt Reynolds, Secretary of the Language and International Trade Program, for overseeing some of this work, and to Ramón Fajardo, one of our Graduate Assistants, who worked hard to prepare this manuscript.

GMV, February 18, 1987

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PROCEEDINGS OF THE FIFTH ANNUAL
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LANGUAGES FOR BUSINESS AND THE PROFESSIONS

PART I:
GETTING STARTED IN LANGUAGES FOR SPECIAL PURPOSES

THE BUSINESS LANGUAGE TEACHER: THE PROBLEM OF BEING
TAKEN SERIOUSLY

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THE BUSINESS LANGUAGE TEACHER:
THE PROBLEM OF BEING TAKEN SERIOUSLY

PAUL A. SCHONS

The Department of Foreign Languages at the College of St. Thomas introduced a new major in international business approximately 10 years ago. Our approaches to the department of business seeking cooperation encountered polite though somewhat condescending reactions. The BA department had no objection to our developing such a major, but made it clear that they did not wish to become directly involved. After all they already had important things to do. They did specify that they would prefer that the major not be called an international business major but rather a language major with a concentration in business. Limited in this way, they regarded our attempts as harmless--not to be taken very seriously.

At that time there were of course several multinational corporate headquarters in Minneapolis/St. Paul--3M, Honeywell, H.B. Fuller, Pillsbury, Tennant, Control Data, to name a few. But in effect the multinationals did not yet take international business very seriously. Our approaches to business tended to receive the same polite but

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condescending welcome we had experienced in our approaches to our own business department. This was partly because we were, of course, only foreign language teachers rather than business teachers. Partly it was, however, because the older tradition of seeing the international market as only a supplement to the serious market--the domestic market--still had its many adherents. Everyone knew that English is the language of business--and at that time that meant in many minds that all business world wide is carried out in English and of course in the correct fashion: The American Way.

All of these attitudes began to change, however, as it became more clear that there was suddenly some very serious competition elsewhere on the planet, more importantly, that foreign businesses were beginning to operate on the basis of global strategies, and worse, were harvesting noticeable market shares in our domestic market. American business began to be aware that it would have to globalize its strategies to remain competitive, not only internationally but even in the domestic market. Suddenly academic business departments began to feel pressure to add international components to the curriculum.

In our case the result was that the concept of an international business major suddenly became attractive to our business department. It is rather clear that if the department of foreign languages had not already had a program

in place, the department of business would not have made a vigorous attempt to include a language segment in the international business major they now wanted. As it was, the program was in place and common planning led to a two track major in international business--one with a primary concentration in business and one with a primary concentration in a foreign language. This dual track international business major has now been in place for five years. The business concentration requires 6 courses in a foreign language. The language concentration requires 8 courses in business and economics. Both insist at least a semester to be taken abroad.

Two years ago the continued sense of need on the part of American business to globalize, the vision of Governor Perpich of Minnesota in strongly supporting international educational programs, and plans for a Minnesota World trade center made it seem reasonable for us to add to our programs a masters program in international management as an option within our MBA program. From the undergraduate base the department of foreign languages played an active role in planning for the new masters program, which clarifies partly how the new program came to have a strong required component of Foreign language study.

The international masters program when it begins its third year of operation in Fall, 1986 will have an enrollment of

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about 250 students. Nearly all are businesspersons who work full time during the day and take courses evenings and Saturdays. Of the fourteen required courses two are foreign language courses at the post intermediate level. To accommodate students with little or no previous language experience, the program offers non-credit intensive courses at the beginning and intermediate levels. The two required language courses required for graduation and offered for credit are an introduction to business concepts and practices and a course in current events of the target cultural area with, of course, an emphasis on business and economics. All presentations, discussions, readings, and tests in the two required credit courses are in the target language. Courses are currently available in French, German, Japanese and Spanish. By individual arrangement students are permitted to transfer equivalent courses in other languages into the program.

After some struggle over a ten year period, our foreign language instructors have become an integral part of international business programs in undergraduate and graduate programs. Foreign language teachers have for some time also taught language courses on site for multinational business in the area. Foreign language teachers have begun to accept assignments from multinational business as consultants on international matters on an individual basis and as a part of teams composed of language professors and business

professors. We are certainly taken more seriously than was the case ten years ago, but difficulties remain. We still encounter an occasional case in which an employer is willing to pay the cost of tuition for an employee in the masters program except for the cost of the language courses. Certain of the business professors in the MBA program are still perplexed at the presence of language teachers at MBA faculty meetings and more so to encounter language teachers on MBA decision making committees. Many of our colleagues still expect that the sole function of language teachers is to put endings on verbs, prepare vocabulary lists, possibly recite series of prepositions, and generally do whatever meaningless things they think language teachers do. Perhaps those in French might occasional sip a glass of wine with students and those in German guzzle some beer. Many still have no concept of the extent to which language and culture might affect business practices and success or failure except that as everyone knows, you never show the soles of your feet to the Buddha!

Integral though we language people may be to the program, we are not understood nor always taken very seriously. To many, language teachers are a part of a current fad in business and, hopefully, will soon pass away again. I would assume that those are the same persons who hope equally ardently that foreign competition and the whole troublesome business of globalization will also soon pass away. It is usually a

surprise of some magnitude to such persons that a language teacher might have some interest in or much more surprisingly, actually know something about business.

But, moving from their misconceptions to our own consideration of our own role, I should say that if we are planning to be involved in business programs for a while, and plan to be more than a part of a passing fad, we had full well better know something about business. And yet I fear that all-too-often this is an area in which we do not take ourselves very seriously.

It is self-delusion if we feel that language is language and that to prepare ourselves to become active in the teaching of business language we need only develop some additional vocabulary and essentially apply what we already know to a business situation.

We have learned that to assure students that if they learn the language well and focus on business vocabulary, they will surely find a job abroad, is deception. If such were the case, I speculate that there would be no unemployment in the world, for each country on the face of this globe has, in fact, a surplus of natives who speak the language very well indeed. Better even than our best students at graduation.

To find a position in and to be successful in an

international division our former students must be very good in management, marketing, engineering, accounting, or whatever their chosen specialization may be. The language will assist them but is clearly not their primary skill. There may well be a day when language skill may become a requisite for employment in international divisions of U. S. companies as it is in effect in many foreign companies, but it is clear that that day has not yet come. Further, even when such a day may come, the technical skills rather than the language skills will remain the applicants selling point.

In much the same way that we have learned on our way to professionalism in business language that students must not have inflated ideas of what language will do for them, so must we learn to cease deluding ourselves that the ability to teach business language is simply a matter of vocabulary devoid of knowledge of business practices and devoid of product interest. We must cease deluding ourselves that the teaching of business language is a matter of methodology rather than also a matter of growing sophistication in business and economics.

This perception makes the move to business language perhaps less attractive, for to develop such knowledge and understanding is a lengthy and difficult process.

For the most part we in languages have received our degrees

in literary criticism, linguistics, and perhaps pedagogy. At most universities a part of the humanities departmental culture has long been to learn to look down on business departments as less worthy and most likely teaching nothing of substance in comparison to our lofty endeavors. If we are to develop a profession in business language, we must learn to do away with whatever remnants of such elitism remain with us and learn to think of "getting our hands dirty" with practical studies as perhaps not dirty at all but rather an involved and critical study. We must learn to appreciate the complexity and intellectual attractiveness of the investigation of commercial development. (In retrospect it seems strange indeed that in traditional language teaching, we have thought we were teaching all the essential elements of a culture while blissfully ignoring the economic aspects of that culture. In this respect I am convinced that developing expertise in business and economics will add a very important component to traditional civilization and culture courses.)

becoming truly professional in the field of business language will involve for most of us rather a great deal of development and retraining. We should be taking seminars in our countries of focus involving business and economics. We should be taking courses at our home universities in business and also learning American business practice, for the successful teaching of foreign business practices involves

us in comparing to American structures. In the same way that traditional language teaching has always involved teaching a great deal of English to our students to enable them to understand the workings of the foreign language, teaching business language involves us in the necessity of teaching a great deal of business. (The way out many of us have probably used on occasion when confronted with a technical question, "I am a language teacher, not a business teacher." is simply not acceptable if we are to take ourselves seriously as a profession, if we are to be taken seriously by our students, and if we are to be taken seriously by the business community we wish to serve.)

We should be attending business conferences rather than limiting ourselves to only those professional conferences such as this one intended primarily for language teachers. At conferences such as this one, we should be insistent on large numbers of business content presentations rather than only presentations on methodology, program reports, and teaching materials. (I am delighted, by the way that this conference seems year by year to be tending more in that direction.)

We should be seeking ways to gain some business experience, preferably abroad or in international divisions but also in domestic situations. Our students and our colleagues will tend to take us more seriously if we have direct experience

in business situations and can relate our teaching to on the job experience. (I blush to remember how in my own first attempts to teach business German what strange perceptions I had of what might go on in an office either here or in Germany.)

Rather than limiting our experience to business language textbooks from which we might teach, we should be reading the important business magazines and newspapers in our language/cultural area. The difficulty with textbooks in this field is that they outdate so very quickly and of course they are redimentary. It strikes me as impossible to offer a dynamic business course without making frequent reference to day to day events as they develop in the cultural area in which we are teaching.

In our hiring, we should consider for some of our positions in business language, those who had trained for teaching but for one reason or another went into business. Because of salary differences such people are frequently unwilling to return to academia on a permanent basis but frequently are pleased to take on positions on a part time basis. The presence of people with such a background is useful to a developing department not only through the experience they themselves bring to the classroom but also through their sharing of information with traditionally educated and experienced colleagues who are attempting to develop skills

in business language.

In the face of such suggestions many may protest that our function is that of language teacher--not business teacher. I counter that that is incorrect. Language is not an abstraction--especially not in the business language classroom. It is communication within a body of knowledge. At a time when literature was the exclusive vehicle of language teaching, it was generally agreed that the language teacher should know something about literature. In a new profession in which business is the vehicle of language teaching we should expect ourselves to know something about business.

If we take ourselves seriously in developing a profession, and one which is more than a temporary fad, we should begin to give some thought to a doctoral program which will train with business and economics as a vehicle in the same way that the traditional PhD has trained with literature as a vehicle.

At least until such a degree may have come into existence, we face yet another group which does not take business language teachers very seriously: our colleagues in languages. As I implied earlier there is an ingrained culture in humanities departments which teaches PhD candidates to regard business studies with disdain. Our experienced colleagues and the young greenhorns coming into the profession, although often

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at odds on so many issues, seem at least to be of one mind in regard to this important point of prejudice. It is sometimes a question which is more difficult to bear, the distance from which business professors look down upon us as language teachers or the distance from which language teachers look down upon us as having "sold out" to pragmatic interests.

This lack of understanding from our language colleagues has negative impact on our ability to build a business language program. In our experience at St. Thomas student response has been consistently very strong as it has been also at other institutions and resulted in the program's growing quite rapidly. The problem in this is twofold. It is difficult to identify persons experienced in business language to recruit and it is also difficult to attract traditionally trained teachers willing to learn to do business language.

As Chair of the language department I have found the process of conversion to be difficult and lengthy. The teacher must first be convinced that there is no canceling effect in teaching business language on one's appreciation of literature and culture. It is actually still possible to teach a course in literature once again after one has been "tainted" by contact with business concepts. The truth of the matter is that one may by this contact be a better teacher of literature having broadened one's scope and

developed a more universal understanding of a foreign culture.

Even after the initial tolerance has been reached, problems remain. The first reaction of the teacher new to the area is to move to the conclusion that one can simply teach traditional civilization and culture courses with a bit of added business vocabulary and a few business anecdotes. There remains usually a continuing reluctance to undertake serious new learning in the field. There remains a sense of selling out if one goes so far as to actually develop a fully new course devoted to business. In fairness, the next step does involve a bit of a risk. In the area of business language there is a sufficient amount to learn that the required amount of learning for excellent teaching in the area does detract from the amount of time one might devote to research in one's original field. Serious longer term work in business language does thus in fact impair one's ability to continue serious work in the traditional fields. Further, since the field is so very dynamic and changing, a serious commitment to the field requires an ever increasing time commitment to remain current.

Assuming one does make the commitment to develop expertise in business language and does make the time commitment, there remains a further problem group which tends not to take the field of business language seriously: the departmental rank

and tenure committee. Such committees tend to be populated by elder and more traditionalist faculty who at best fail to regard business language as a serious and/or significant area of endeavor. At worst they may regard this specialty as a threat. Indeed if the number of tenure slots is limited and the department has not yet tenured its late medieval lyric specialist, the upcoming business language teacher is a serious threat. The large business language class seems further a direct threat to the professor who may face diminishing numbers in the Eighteenth Century literature class.

Finally we come to the point where we may be concerned about someone taking us too seriously!!

The problems we face are essentially the problems any new field encounters. The inertia of tradition is difficult to overcome. Yet it must be moved if there is to be progress and development. The responsibility for the required effort lies with the practitioners.

Of the various problems we face, I should say that of the three areas addressed here--acceptance by business, retraining ourselves, and acceptance by our colleagues in language instruction--the last should be for the moment our most critical area of concern. Business has recognized the need for globalization and in that connection has begun to

recognize the need for training in language and culture. This recognition has not yet gone as far as we should like to see, but the market is established. Assuming that language and cultural knowledge is an addendum to a corporation's competitive position, that fact will continue to develop the market to its ultimate demand. This is not to say that we should not continue to be active in nurturing attitudes and recognitions toward greater maturity. That effort must continue. But I doubt that that area any longer need be our prime concern. Although the often condescending attitude of our professional colleagues in business may be distressing it is not a serious threat to our own work. Unlike our colleagues in humanities, business teachers tend to react rather more quickly to the current needs of the day, and as business increasingly demonstrates the need for people with backgrounds in language and culture the academic profession will react.

Business language is taken seriously by students as is clear from the rapid growth of business language courses and programs nationwide and the increasing number of students enrolled. One hears that current student interests are often a reliable predictor of future trends--in this case we hope that is true! Beyond hoping, however there seems to be in this development a factor of self realization. As the number of business students graduated with language skills increases, it becomes easier for corporations to add such

skills to their international departments and a new essential element of competitive advantage is added to the job market. In effect the market begins to feed on itself--at this stage, availability leads to increasing demand. Further as young people with increased international interests and expertise move up within corporations, the international sophistication of the corporation increases and with it grows the further demand for persons with equal and greater ability.

Toward the realization of these ends it is critically important that the students we are training have sufficient skills for the corporations to take seriously. As mentioned earlier it is very important that students be credible not only in language but also in business skills. Their language credibility must further have the characteristic of being applicable to the business situation. Traditional training in grammar and literature is not sufficient. The traditional training of teachers in these areas is also not sufficient. To achieve the ends we desire, it is essential that we take ourselves seriously as business language teachers and develop the knowledge and skills needed for excellent teaching as has been outlined earlier. This area too is obviously essential to the growth of a profession. This is demanding of our time and energy, but I would maintain still not the most difficult problem facing us today.

The most difficult problem is our colleagues in language. In

the humanities change has traditionally come about very slowly. The job market for language teachers has for some time been quite difficult. This factor works to the advantage of our interest in developing a new field, for teachers are much more willing to consider new skill development if it will assist in entry into an academic department. Student demand for such people is present, but our traditionalist colleagues never the less seem often quite reluctant to allow this new direction into the department. When business language people are brought into the department they are often made to feel as second class citizens--tolerated for a momentary need, but certainly not making serious contribution to the field. These difficulties, though unpleasant, can be tolerated. What can not be tolerated is the refusal of departments to tenure business language professors. This roadblock more than any other could strangle the young profession.

This is for the moment the greatest problem we face. We must be sure in our own minds that business language speaks to a long term need--that is, once again, we must take ourselves seriously. We must demonstrate professionalism to our colleagues through the very self confidence and productivity they may deny is to be found in this field. That productivity must take the form not only of excellence in teaching but also of critical research and generation of new knowledge. As we expect tolerance from literature and

linguistics specialists, we must show respect for and continued interest in those areas. We must support our colleagues work in their own areas; in this way we can perhaps begin to overcome the sense of threat that the popularity of business language courses may arouse. We must speak with one and other. We must support each other's efforts. We veterans must certainly support the self development and progress toward tenure of younger scholars in the field of business language.

As women have long known in their attempts to be taken seriously in academia, we all, in this new field, must take the same difficult route. To be equal, we must be better. The potential of this field would seem to justify the effort. Let us take the challenge seriously in all of its ramifications.

SETTING REALISTIC OBJECTIVES FOR THE COMMERCIAL
FOREIGN LANGUAGE COURSE

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Setting Realistic Objectives for the Foreign Language Business Course

I would like to begin this talk with a few truisms, and so I ask your indulgence for this, I hope, momentary laps into triteness which, it seems to me is nonetheless the quickest way to establish the context for the issue to which I will speak.

Language is the universal, daily, almost constant experience of the human race. The use of language, any language, actively or passively involves certain skills. The extent to which these skills have been mastered by anyone involved in any of the forms of linguistic interaction is readily apparent to all. Clever people may hide their ignorance of geometry, biology, economics, history, or even current events by avoiding the deep waters of the substantive and maneuvering evasively around the shoreline of the superficial. We used to call this "shooting the bull" when I was in college. If you were good at it, there were some courses you could pass without having to study very much. If you were very good at it, you could even make a good grade without cracking a book. Such people were held in awe by their peers and usually could have their pick of elected office. But try speaking a language when your knowledge of verb conjugations is incomplete, and your sentences are fractured. Try speaking a language when your knowledge of the vocabulary in the subject area is very limited, and your thoughts are hobbled. Trying to conceal linguistic skills insufficiently developed is like trying to conceal the fact that you had the linguini with garlic sauce just before the seminar. Sooner or later you are going to have to open your mouth, and then the truth will

out. We foreign language teachers are involved in a profession where the success or lack of success attending our efforts is either something we point to with pride or something that points back to us with shame, and whereas this is no less true for the other teaching disciplines, it is most obvious in the field of language learning.

All of us here who are professional language teachers know that the preceding remarks are true, and I warned you that they would be truisms. I offer them here today simply as a reminder that our failures as well as our successes in the commercial foreign language courses will, as always, speak for themselves. The general public will gather its impressions of and form its opinions about our profession's efforts in this new and important field of applied languages sooner than we think. There can be no doubting that our profession will be judged again, just as in the 1970's after the smoke of the post-sputnik, audio-lingual ballyhoo cleared away, and when it comes time for this judgment to be rendered, let us hope that we are judged fairly and that the standards against which our efforts are measured are realistic. If this is the case, I am sure that our profession will gain in stature both in the eyes of the general public and in the eyes of our colleagues in the other disciplines.

But in order for the public to be able to assess accurately the quality of our programs, we must be careful not to foster exaggerated expectations of mastery of a field as broad and deep as the one addressed only very partially and tentatively by the commercial foreign language course. Indeed, we must state honestly and realistically just what our goals are for the commercial foreign language course, taking care to point

out the clear limits that that define these goals. If we are not totally honest here, if we yield to the temptation to package our product in a box that looks as if it held twice its actual contents, we will not only be guilty of false advertising--which would certainly not set us apart in academe--we will also be contributing to the distortion of the very standards of achievement that will be used to measure our success down the road.

Those of us who began teaching in the 1960's or earlier remember the consistent theme of many who attacked and dismantled the foreign language distribution requirements at colleges across this nation. The criticism was that after two or three years of foreign language study, the majority of students still stumbled through a French sentence like illiterates. Of course that was true, and is still true, even after four or five years of French, given the realities of foreign language education in this country. But we should have been able to make the point that in their stumbling the students were moving ahead, they were at least stumbling in the right direction. But we could not make that point because the public expected so much more than just progress--they expected miracles. "Just give us the tools," we had promised, "and we'll do the job." The tools were expensive language labs and a modest increase in contact hours (usually an increase to a total of four or five hours per week from the original three). We promised more than we could not deliver, and like the victims of foreclosure watching their dreams go up onto the auction block, we watched as our more successful neighbors in the social sciences and applied sciences carted away tenure-track positions that had once been a part of our departments. We must not set ourselves up for another debacle on this

magnitude.

What sorts of objectives can we realistically set and honestly announce for undergraduate commercial foreign language courses? To speak to this question I have postulated an academic setting which is fairly typical for departments that have recently ventured into this new field. Let us say that the course has a prerequisite of at least four semesters of the target language at the college level but that the students have not had any previous commercial foreign language courses. This is, then not a beginning-level foreign language course, but it is an introduction to the subject area. The students in this course may or may not be foreign language majors or minors, and they may or may not be business majors or minors. Any student with the prerequisite four semesters and the interest may register. And finally, but no less significantly, the instructor and planner of this course is a member of the faculty in the foreign language department who has no formal education in the areas of business management and would never be hired by any of the departments in the business school under any circumstances.

To frame the objectives for this course I will draw an analogy to an undergraduate literature course. Since this course is an introductory commercial foreign language course, the assumption should be that the students are as new to the field as they would be to the study of German classical literature as undergraduates. And no one familiar with the field of German literature would expect an undergraduate course in the classical period to do any more than provide the students with an introduction, a "leg up," as it were, into the field. The objectives of a

course in the German classical period would be to make the students aware of the period through first-hand involvement with some of its representative works. The hope would be that the students would gain respect for an important cultural achievement and become familiar with some of its significant ideas and their expression in literature. These objectives would be realistic, given the time allotted (one semester) and the previous preparation of the students, and they would be considered realizable, perhaps even modest, but no less worthwhile for that, given the richness and scope of the field in question.

The professional humanist knows well enough how to go about planning the objectives of a genre or period course in literature, and we may, indeed ought to apply the same criteria in our planning of a commercial foreign language course. Such a course can, in all honesty, be no more than an introduction to the language and concepts informing an important dimension of contemporary culture, namely the world of commerce. Given the scope of this field, this is indeed a modest proposal, but it is also an honest and useful one and clearly analogous to the time-honored approach to humanistic studies. Moreover, planning a commercial foreign language course with this in mind goes a long way toward taking the edge off the uneasiness the instructor may feel when confronted by the newness and vastness of this subject matter. A course with appropriately modest objectives is easier to plan and to prepare for. And we are, after all, really launching our students, and ourselves as well, although we may not wish to publish the latter fact too widely, on a new adventure in learning. This latter fact is, of course, of tremendous significance to many of us, who are, in many cases single-handedly,

retraining ourselves to function as guides in an alien environment. But we are pioneers, map makers, charting a new area for our profession, not conquistadors on our way to the city of gold. As long as our goals are realistic and our objectives, practical we will be deserted neither by those who follow us along these new paths nor by those who underwrite the cost of the expedition because they will perceive us as succeeding in the attainment of the worthwhile goals we have set for ourselves.

FOREIGN LANGUAGES FOR BUSINESS IN THE SECONDARY SCHOOL
CURRICULUM

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FOREIGN LANGUAGES FOR BUSINESS IN THE SECONDARY SCHOOL CURRICULUM

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I Introduction

A professor of linguistics at the University of North Carolina at Chapel Hill who researched the etimologies of words of Arabic origin for the Oxford English Dictionary once advised his students, "the time you spend looking for an idea that works is not so important as the time you have spent looking at and discarding ideas that don't work. That time and effort is not lost, rather it is well spent since you have discovered what is NOT right." His advice is especially appropriate as an introduction to this study of foreign languages for business in the secondary school curriculum, where considerable time was spent in discovering what was not there.

II. Process

The purpose of the research was to investigate the extent to which foreign languages for business had entered the secondary level foreign language curriculum of the twenty most populous states. The twenty states with the highest population were chosen for the sample since it was assumed that these states would be more likely to have foreign language for business programs in their urban high schools than the less populated, more predominantly rural states. The author devised a detailed questionnaire that examined state policy toward foreign languages for business, description of courses offered, rationale for course development, attitudes toward applied language studies, and possibility for future proliferation of courses. The

questionnaire was intended to be administered to state foreign language supervisors via telephone interviews.

It soon became clear that the questionnaire would have to be revised substantially due to the absence of foreign language for business units, modules, courses, programs in the state curriculum. For this reason, the questionnaire was modified to three basic questions:

1. Does your state have a statewide policy or plan that advocates the inclusion of foreign language for business or applied language studies in the secondary school curriculum? If yes, please explain.

2. Do you know of any teachers, high schools or school districts that teach foreign language for business as part of a course unit, as a separate course, or a special program? If so, please describe.

3. Do you foresee that your state will move to encourage the study of foreign languages for business over the next five years? In your opinion, are more such courses likely to appear at the secondary level?

The telephone calls to the foreign language supervisors of the twenty states were made over a two week period. The response rate to the survey was ninety percent, with responses from eighteen out of twenty states. Several of the supervisors referred the author to the foreign language program specialists in local school districts, school administrators, conference directors, and foreign language association officers for further information. The author appreciated the references, but was

unable to contact all of the people recommended within the time constraints of the two week period of the survey

III Results

As the summary of the survey results indicates, few states offer foreign languages for business at the secondary level. Only Virginia and Louisiana had specific examples of pilot programs and high schools with business Spanish and business French courses in the curriculum. In Fairfax County, Virginia for example, the local foreign language supervisors are planning a pilot program for next year in several schools for students who have at least two years of language study. The program is entitled "Spanish for the Business World" and will consist of two contact hours per day: one hour of Spanish language instruction and one hour of business content. Also in Virginia, in Chesterfield County, an honors program exists that offers practical experience in foreign languages. In this program, students have mentorships with companies, and engage in such activities as conducting tours for foreign visitors in the target language through the Phillip Morris plant or through local museums.

The Louisiana programs are located in two international high schools- Caddo Parish School in Shreveport and Orleans Parish School in New Orleans. The optional foreign language program provides a three hour block of French per day, including one hour of basic language instruction, one hour of history, and one hour of economics/business. The program has a prerequisite of two to three years of French. For four years the programs have been in operation. During the first two years, the French consulate in

New Orleans made available ten to twelve scholarships to students for study abroad in France for one month in the summer.

In some cases, the foreign language supervisors were not certain whether any high schools in their states offered such courses or included such units in the curriculum. In Tennessee, Missouri, Georgia, and Florida the supervisors thought that such courses might exist in isolated instances in their states. The majority of respondents knew of no such units, courses or programs in their states. Many said that they really had no data on course offerings around the state and no means of knowing what courses individual school districts or high schools or teachers offered. The Massachusetts supervisor indicated that his state had prepared a detailed curriculum survey for the purpose of gathering information about specific foreign language offerings throughout the state, but, the questionnaires had never been sent since the state had not approved funding for the project. Apparently many states allocate curricular decisions to the local school district. In New Jersey, no central planning or coordinating office exists for foreign languages in the State Department of Education. The state coordinator for bilingual education answered the survey questions.

At times during the survey, it seemed as if more information regarding the existence of foreign languages for business in the secondary curriculum could be obtained from individual school districts, especially those with magnet schools for foreign language instruction, international high schools, or large language minority populations. It seems difficult to believe

that the states of California and New York have no unique foreign language for business programs in all of their high schools, yet to the knowledge of the supervisors of those states, no such programs exist.

The issue of career education was raised by several supervisors as a possible avenue for business foreign language programs. Both the New York and California supervisors mentioned that these programs, popular several years ago, might still be part of the curriculum in some French and Spanish classes in high schools around their states. Apparently all content area classes were required to have a career education component in the past, but with the passing of the trend, few high schools still offer the units in the content areas.

Regarding state policy toward foreign languages for business, only Wisconsin and Florida have state curriculum guides for the local school districts. The course "Spanish for Business" is listed in Florida's curriculum framework and in the state course code directory. To be qualified to teach the course, the instructor must hold certification in Spanish. The course content includes writing business correspondence in Spanish and the translation of business documents. The level of the course is Spanish 3 or above. However, although the course was taught two years ago at Hillsboro High School in Tampa, the supervisor is not certain whether the course is being taught there in the current academic year.

The foreign language curriculum guide of Wisconsin, which was just published in March, 1986, took two years to develop under the guidance of curriculum experts such as Constance Knop

The guide takes the innovative functional- notional approach rather than the traditional grammatical approach to curriculum development. It details communicative functions of language and levels of proficiency recommended for the various courses in secondary school. The guide mentions business applications of foreign languages and refers to business etiquette and social work situations. Other states have expressed a desire to model their curriculum on Wisconsin's guide. However, as far as the supervisor knew, no high schools in Wisconsin were offering business language courses.

Several supervisors of states without a written policy advocating foreign language for business studies seemed supportive of the idea. In North Carolina, a Report of the Foreign Language Curriculum Study Committee was submitted to the North Carolina Board of Education in October, 1983 that recommended "the creation of new courses in the foreign language curriculum for non-traditional language students and the development of a plan for linking foreign languages and employment opportunities." Tennessee is currently working on a statewide curriculum, and several legislators are openly in favor of strong foreign language programs. The state also has a recent history of trying to attract more international businesses. Massachusetts will hold a symposium of expert consultants in June in the form of workshops and study sessions in order to formulate foreign language, ESL and bilingual education policy recommendations to present to the Board of Education in the fall. One of the themes for the symposium will be "Languages for the

World of Work".

Regarding the future of foreign languages for business in the secondary school curriculum, most supervisors felt that very little would change regarding state policy toward such courses in the next five years. They also believed, on the whole, that the presence of business foreign languages would not increase significantly in the near future. Not one supervisor gave a resoundingly positive outlook for the future of business languages. They gave a variety of reasons to explain their pessimistic outlook, as well as to rationalize why business foreign languages were not taught more extensively at the secondary level.

The most frequently cited reason for the lack of interest in business languages was: that the foreign language programs were too busy working on other state mandates, such as new foreign language requirements for freshmen entering state colleges and universities, push for communicative competence and proficiency development, content oriented approach to teaching foreign languages, and the move to a functional curriculum. Among some of the comments echoed repeatedly in the interviews were: we have enough to do keeping up with the new state mandates of two to three years of foreign languages that is required for entrance into state colleges and universities. Our programs are understaffed and overpopulated. We are still fighting the battle to have the basic foreign languages taught. It is hard enough to promote the programs that we have. Change is the hardest thing to effect. We do not want to urge too many changes at once on our school districts or teachers.

Other reasons offered by the supervisors for not including business languages were that students don't have enough time to learn the basics in secondary school, much less learn specialized business language. Some supervisors noted that high school students hadn't decided yet on a career, and so foreign languages for business courses or units were inappropriate at this level. They felt the community colleges and universities could better meet students' needs for this type of course.

Some respondents observed that few teachers were trained to teach both foreign languages and business, while others commented that materials were difficult to find.

The few supervisors who knew of courses in business foreign languages, and associated school district supervisors were asked why the courses had been developed. In Fairfax County, Virginia, the business Spanish pilot program was developed to meet the needs of a large Hispanic population, with the purpose of preparing students for the job market. In Louisiana, parental support and a substantial French speaking population were reasons why the business foreign language programs had been developed in two international high schools. The Massachusetts supervisor stated that foreign language skills are important in today's world of industry. He believes that foreign language proficiency is no longer just a luxury or an aesthetic advantage, rather it is useful and practical for the student.

IV. Conclusions

Many supervisors apologized for the lack of positive information available about the presence of foreign languages for

business in the secondary school curriculum. However, as the professor of linguistics from Chapel Hill would have told them, they had been most helpful by showing what is not there. Certainly, the state supervisors cannot know what units or even courses are included in every high school in their states. Yet it seems reasonable to assume that they better than any single person would have a feel for the statewide curricular offerings. Undoubtedly a more thorough and precise study could be made through a study of local school districts in urban areas with high concentrations of language minority students, magnet schools that emphasize foreign languages, and international high schools. Apparently the trend toward applied language studies is concentrated in higher education and has not spread to secondary school. The results from this study do not indicate a likelihood for growth of the field at the secondary level over the next five years.

INITIATION OF AN ACADEMIC PROGRAM DESIGNED TO PREPARE
STUDENTS FOR A CAREER IN TRANSLATING AND INTERPRETING

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Initiation of an Academic Program Designed to Prepare Students for a
Career in Translating and Interpreting

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The task to prepare young American students for studies in translation and interpretation which some American universities have undertaken seems almost unreal when we take into consideration the short time at their disposal, and the lack of adequate language skills.

However, taking into account the decreasing enrollment in the upper-level courses at many universities, the integration of a translation or even interpretation component into already existing courses seems to be a step towards a practical option for students.

From my long experience in language teaching at the university level in the United States I have learned that the students are very little aware of career possibilities in which languages are most likely to be needed and the ways in which foreign language skills can be useful in individual professions.

The most practical method for the creation of a B.A. in translation program at an American university is to lead second-year language students into courses which are already listed in the catalog, i.e., they must satisfy the general requirements and the degree requirement, a total of minimum 120 hours, from which a minimum of 30 hours above the first-year level must be taken by a foreign language major with a specialization in translating and interpreting from the source language into English. Working into the target language at the undergraduate level might be beyond the range of the students.

My suggestions for structuring such a program are based on my teaching experience at the Interpreter School of Zurich, Switzerland, and on that as translator/interpreter in diplomatic missions and encompass three stages of training:

- a. Theoretical training in the discipline
- b. Practice in the discipline
- c. Expansion of general knowledge

On the first two pages of my hand-outs, I have listed the titles of the required courses for the major, as well as for all general requirements and elective courses, in which the student must enroll during the eight semesters of study. But I would like to give you a more detailed description of the structure of the required language courses for the major and their importance in the curriculum, as well as an explanation for the necessity for the general requirements and the elective courses.

The program starts on the second-year foreign language level, because the first-year eight hour course cannot be counted towards a major.

Second Year First Semester

200 Introduction to the Art of Translating (3). Students work from English into the target language on an intermediate level. Focus lies on the linguistic ability. Teaching of the judicious use of dictionaries. Stress on fact, that information obtained from them is not as important as understanding of the context.

250 Development of Listening Skills (1). Rendering of news items of medium difficulty read by instructor or recorded on tape. Vocabulary discussion in previous class period. Assigned as essay for following class period.

Second Year Second Semester

255 Translation from English into the Target Language (3). Stress lies on expressing all elements of meaning without imitating source language structure. Learning special techniques by using context and situation. Discussion of main ideas of source text.

280 Discussions in the Target Language on a Wide Range of Topics (2). Politics, technology, economics, history, religion. Emphasis lies on awareness and identification of cultural peculiarities, speaking patterns, regional accents.

Third Year First Semester

380 Contemporary Cultural Aspects Studies (3). Taught in target language,

complemented by discussions in target language. Contents geared to the contemporary situation of the foreign culture area. Aspects: Culture, politics, society, religion, social classes. Analysis of artistic and intellectual development in the foreign culture.

355 Exercises in Translation from the Source Language into the Target Language (3). Based on techniques taught in 200 and 255. Course aims at enrichment of vocabulary, improvement of use of idioms, rendering of nuances of style and meaning into the target language. Stress on the use of terminology and phraseology of specific area.

360 Introduction to Foreign Language Literature (3). Introduction to the study of different genres of literature and techniques of criticism. Readings include representative works of major authors from various periods.

Third Year Second Semester

370 Masterpieces of Foreign Language Literature (3). An introduction to the history of the foreign language literature from the Middle Ages to 1900 stressing the historical context, the major literary movements, and the development of the various genres. Selected readings of the works of the major authors.

350 Development of Listening Skills (1). Rendering news items of advanced difficulty in target language. Identical to F.L. 250. No previous discussion of vocabulary.

355 Translation of Specific Subject Matters (2). Concentration on message of texts, special terminology related to political science, law, commerce. From English into target language. Criticism of texts translated by students for improvement of structure in translation. Preparation of glossary of technical vocabulary.

Fourth Year First Semester

410 Introduction to Onsight Translation onto Tape (1). From source language to target language and vice-versa. This lab-session is geared to the training in oral translation, followed by tape transcription. Practice in expressing a statement in the source language using a different structure.

455 Simultaneous Interpreting Exercises in a Simulated Conference Situation (3). Instructor plays role of speaker (English or target language). Rendering of ideas rather than words. The interpreter is expected to understand the ideas expressed. Challenging exercise, absence of prompter.

480 Contemporary Cultural Aspects Studies (3). Similar to 380, but stressing cross-cultural aspects.

Fourth Year

Second Semester

490 Consecutive Interpretation into English or Target Language (3). Practice in "short" interpretation, i.e. oral translation given sentence by sentence, or "long" interpretation, given after a segment of the speech, 5 to 7 minutes, using note-taking techniques. Speaker and interpreter take turns. Expressing ideas as accurately as possible in the target language or in English. Rendition does not involve summarizing.

470 Commercial and Legal Translation (2). Introduction to the subtleties of the translation of commercial, financial and legal texts. Study of the terminology and resource material and effective dictionary use. (Specific technical knowledge should have been acquired in the elective courses).

460 Technical Translation (2). Familiarization with research tools. Stressing clarity and precision of expression. Technical insight should have been acquired in elective courses.

Study Abroad

It is furthermore of great value to the student to spend one or two summers in the country where the target language is spoken in order to improve the oral skills.

On page 2 of my hand-outs I made some suggestions with regard to the general requirements and electives for a 4-year plan of study. But since the development of the skills of a translator must begin with a very broad general education, which is an essential preparation for the successful completion of these challenging courses, it seems to me that a sound knowledge of the source language, in this case English, and also an above-average writing ability, are the basic foundations for translation studies.

After completing all basic courses in English, it is advisable to enroll in courses of English structure, creative writing, theory and practice of composition, surveys of literature, technical writing, a very practical course for technical translators. It is also of importance to enroll in public speaking and communication courses, since communication of ideas is the translator's business.

Extremely helpful are studies of another foreign language, 18 hours required for a minor in most universities, which is also a requirement for being accepted for graduate studies in a translator school.

Studies in business and administration are very useful for commercial translators, as well as economics. Furthermore, recommended are studies in mathematics and sciences for the technical translator, and in social sciences and philosophy--a translator must be capable of logical, analytical thought--and in psychology.

The student, who has now earned a B.A. in translating and interpreting, is now ready to be accepted in a graduate school offering one or two year master's degree programs in translation and interpretation.

Another option for the student who graduated with a B.A. in translation, is to enter a translator firm as a trainee, where he would work from one to three years under the supervision of an expert translator, and then apply for the accreditation examination, administered by the American Translators Association

Another possibility to be investigated by the university is an internship with an international firm overseas where the young translator could work under the supervision of an expert and thus find himself in a real working situation, and at the same time be exposed to the various cultural differences.

The chances of being employed as an in-house translator in a large international company or by the Federal Government will then be much greater.

This B.A. in Translation program could also be of interest for foreign language teachers who are not on a permanent assignment or who would like to change profession. Intensive summer-programs could be arranged, offering up to 12 credit hours per summer. The hours of required course work would be

reduced to 20 or 24, since the teachers have already a high language competence and a sound basis in grammar and stylistics.

Now, to come to a conclusion: Who should become a translator? I quote from J.B. Sykes' Translator Manual:

Although not yet amenable to scientific proof, the proposition that translators are born, not made, is generally considered tenable among the members of the translating profession. This implies that the good translator has special inborn talents and attributes with which the not-so-good translator is not endowed to the same degree, if at all. What, then, are these special endowments? The translator must be capable of logical, analytical thought and possess technical insight. He must have patience and mental resilience, perception, memory, in a narrow sense, recall and recognition, an immense curiosity and an obsessive thirst for knowledge.

Let us hope that we will find many young people with these qualities and talents who want to be challenged by such a program.

Abstract

Rose Marie A. Marfurt, University of Missouri at Kansas City

Title: Initiation of an Academic Program Designed to Prepare Students
for a Career in Translating and Interpreting

Audience: Foreign language faculty and students of universities and colleges.

Summary:

The presentation is directed to faculty of departments of foreign languages of universities and colleges contemplating the initiation of academic programs designed to prepare students for a career in translating and interpreting.

My guidelines are designed with the student in mind who wants a minor or a Bachelor of Arts in Translating and Interpreting, particularly in the field of scientific-technical and business-legal translation.

A student who successfully completed a four year program covering the suggested areas of knowledge and skills, will have a basic competence as translator from one foreign language into English, or in very exceptional cases, from English into the foreign language. The student should be qualified to enter an institution which specializes in graduate level training for translators and interpreters, or to begin on-the-job training in a governmental agency, in an industrial translation department, or as free-lance translator.

In view of the growing sense of uncertainty in both, education and international business, any curricular planning with occupational goals should offer some room for career mobility to our students.

The translator program could furthermore be applied in a more intense and accelerated manner in summer workshops for interested foreign language teachers who want to acquire translation skills or simply to be retrained.

The paper will be supported with handouts for language educators and program developers, as well as for students, and they will contain the following information:

1. Proposed syllabus
2. List of graduate programs offering translator and interpreter training
3. List of employment opportunities

Proposed Syllabus

Required Courses for the B.A. in Translating/Interpreting

(A more detailed description of the courses was discussed in the paper).

I. Courses in the Foreign Language: 30 hours minimum

- 110/120 Elementary French I/II (8)* 1st/2nd semester
- 200 Introduction to the Art of Translating (3) 1st semester
- 250 Development of Listening Skills (1) 1st semester
- 255 Translation from English into the Target Language (3) 2nd semester
- 280 Discussions in the Target Language on a Wide Range of Topics (2)
2nd semester
- 380 Contemporary Cultural Aspects Studies (3) 1st semester
- 355 Exercises in Translation from Source Language into Target Language (3)
1st semester
- 360 Introduction to Foreign Language Literature (3) 1st semester
- 370 Masterpieces of Foreign Language Literature (3) 2nd semester
- 350 Development of Listening Skills (1) 2nd semester
- 355 Translation of Specific Subject Matters (2) 2nd semester
- 410 Introduction to Onsite Translation onto Tape, Source Language-
Target Language and Vice-Versa (1) more hours optional 1st semester
- 455 Simultaneous Interpreting Exercises in a Simulated
Conference Situation (3) 1st semester
- 480 Contemporary Cultural Aspects Studies (3) 1st semester
- 490 Consecutive Interpretation into English or Target Language (3) 2nd semester
- 470 Commercial and Legal Translation (2) 2nd semester
- 460 Technical Translation (2) 2nd semester

* do not count towards a major

Appendix 2

II. General Requirements and Electives: 85 hours minimum
 (Reasons for enrolling in these courses were discussed in paper).

First year	24 hours	1st/2nd semester
Second year	23 hours	1st/2nd semester
Third year	18 hours	1st/2nd semester
Fourth year	18 hours	1st/2nd semester

English	in addition to the required courses, enroll in Creative Writing Technical Writing Theory and Practice in Composition Surveys of Literature
Communication Studies	Public Speaking
Foreign Languages	French, German, Spanish, (other than major)
Mathematics	(required courses)
Sciences	Biology Chemistry Physics
Political Science	
Economics	
History	
Geography	
Philosophy	
Business	

THE MECHANICS OF SECURING FUNDING-THE GRANTS OFFICE
PERSPECTIVE

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THE MECHANICS OF SECURING FUNDING FOR INTERDISCIPLINARY
PROGRAMS IN LANGUAGES AND INTERNATIONAL BUSINESS:
THE GRANTS OFFICE PERSPECTIVE

WHAT IS THE GRANTS OFFICE PERSPECTIVE?

The role of the grants office is to represent the institution, rather than a particular program or department. This representation is the grants process is very important because it is the institution--and not the individual writing the grant proposal--that is the applicant for funds. The interests of the institution must be presented and protected at each stage in the funding process if all of the administrative, as well as programmatic, aspects of a project are to be addressed. The focus of the program developer on the project concept and the grants office focus on the administration of that project, provide the balanced view that is necessary for a proposal to be competitive. When one or the other of those views is absent from a proposal, it has little chance of success.

Institutional representation in the grants process is also important because there are significant costs associated with preparing a grant proposal, particularly an interdisciplinary proposal where no one college or department has full ownership. There are the contributions of faculty time to write the proposal, secretarial time to type it, staff time to review and process it, and out-of-pocket costs of literature searches, telephone, duplication, supplies and postage. At most institutions these costs are absorbed by an institutional account, separate from the academic departments. Since the total potential cost of submitting proposals usually outweighs the available resources, the institution, as the applicant, has to make decisions about which funding opportunities to pursue. Typically such decisions are made by the grants office.

When a faculty member proposes to seek funds for a particular activity, the grants office evaluates the proposal in terms of whether or not it is **fundable**, **feasible** and **consistent** with the goals of the institution. If it is all those things, the grants office will generally commit the institutional resources necessary to prepare the proposal. If the proposal is not attractive to the institution, the grants office will hopefully offer suggestions for improving it. But the only way the grants office can make effective decisions is to have prior knowledge of the project and to be involved in each step of its development.

It is important to note that the "involvement" of the grants office is not primary involvement. The proper role of the grants office is serving as a facilitator for the program, not a hinderance or interference. The grants office representative should not try to dictate program content, but rather, should serve as a reference on institutional policy and grantsmanship. For interdisciplinary programs, the grants office representative brings a broader institutional perspective to the discussions and helps the program developer anticipate problems and facilitate implementation.

WHAT IS THE FUNDING MECHANISM FOR INTERDISCIPLINARY PROGRAMS?

In general, the funding mechanism for interdisciplinary programs is the same for other programs. Initially, a funding agency decides to award grants for specific purposes. A call for proposals is issued and application are accepted. Potential applicants are simultaneously designing programs that will need funding. They review all available solicitations and choose the most

appropriate one to respond to. An application is submitted to the funding agency in the form prescribed. The applications are reviewed through an open competition and those best meeting the priorities of the funding agencies are chosen for award.

The key steps in this process for interdisciplinary programs are: developing the program plan, identifying funding sources; and writing the proposal.

Developing the Plan

When developing an interdisciplinary program, it is important to keep in mind that each of the departments or disciplines involved will be working under certain constraints, some of which will be common to all but others of which will be unique. These constraints make certain aspects of the program attractive to some and unattractive to others. In addition, program goals may be perceived differently by different participants, making optimal program design difficult to achieve.

Some ways to overcome these problems is first to learn about the participating units. Talk to others before you begin designing the program. Consult with the project team at each step of development. Be flexible. Try to think creatively in designing the program so that every roadblock is not an insurmountable problem that cannot be overcome because it was not considered in the original plan. Make sure that the lead person for the program has strong interpersonal and managerial skills. And most importantly, be willing to sacrifice the optimal plan in favor of a workable plan.

Don't be afraid to conduct some serious negotiations in the process of developing a program. Firm commitments early on enhance the chances that the program will go forward, whatever problems occur. Give all of the participants some ownership in the program. Ask them to commit resources and make sure they share in the benefits. Also make sure that you include an institutional representative (such as a grants office staff member) on the planning team. This person can be an arbitrator when necessary, and when not, can provide invaluable information on the general administration of the program and the availability of institutional resources.

The final program plan should contain all of the information needed to complete a funding proposal. The elements of a well thought out program plan include: a problem statement; a set of objectives; a listing of the methods to be used to achieve the objectives; an evaluation plan; a statement of long-range goals for the program; and a statement of cost. The plan should revolve around the institutional capabilities available to carry out the work and should intend to derive results directly beneficial to the organization.

Identifying Funding Sources

Interdisciplinary programs are usually major institutional undertakings which require significant external support. You will probably not get all of the money you need from one funding source in one lump-sum allocation. In fact, you will be fortunate if you ever receive all of the money you need to do the program the way you want it done. Do not be discouraged by this. Instead, recognize the validity of the statement and design your

program accordingly. Concentrate your attention first on those activities that are most important to you, and then go back and embellish the plan with nice, nonessential extras that you would like to see funded.

A funding search begins when the program plan is complete. Without a firm idea of the sort of funding that is needed, it is almost impossible to identify the most appropriate source. You have to choose a funding source that fits your project; not the other way around. Programs that are designed to fit a funding source usually turn out to be far different from what the developers wanted. And they almost never reach full implementation or institutionalization.

When a faculty member comes to me with a well-defined program concept, I develop a funding strategy for it, similar to the business plan a new company might put together. Working with the program developer, I try first to identify all of the costs of the project. Then, we look at specific activity or phases of the project that might be funded separately. We discuss the institutional resources that are available for the project and decide how much more money is needed to complete the project. Once the project has been analyzed, costed out and broken down into discrete activities, a funding search can be done.

There are two types of external support that can be pursued for educational programs. There is funding that comes through formal channels and funding that comes through informal channels.

Formal channels are federal, state and local government agencies, foundations, professional organizations and corporations which routinely operate grant programs run on an open, competitive basis. Informal channels are more in the nature of fundraising activities, where money is given with no strings attached and awards are made on a discretionary, rather than competitive, basis. Both channels are important to pursue. Generally, the grants office pursues formal funding opportunities and it is up to the program developer to pursue informal sources.

Formal funding agencies are easy to identify. A number of appropriate sources for interdisciplinary/international programs are listed in the handout. The requirements of formal funding sources are clearly defined and well publicized. To take advantage of these opportunities, all that you need to do is prepare a proposal in accordance with the application guidelines and address one of the funding priorities of the agency. Learning to write highly competitive proposals takes time but identifying an appropriate funding source does not. Especially if you take the time to first develop a detailed program plan.

Informal funding sources are difficult to find but well worth the effort. The way to identify these sources is to talk to everyone you know about your project. With informal funding, the emphasis is on personal networking. Ask friends and business associates for suggestions of who could fund your project. Professional organizations, corporations and individuals oftentimes have the resources you need for your work, but they do not award funds routinely or even announce their availability. These funds are usually earmarked for

philanthropic pursuits, community relations activities or technical assistance contracts. Friends in high places professionally are the most likely to lead you to rich informal funding opportunities. These contacts should be carefully cultivated at all times, not just when you have a program in the offing.

One important aspect of the process of identifying funding sources is **who** should do the search. I try to put program developers directly in touch with funding agency representatives as soon as possible. I do this for several reasons: (1) no one can explain your program like you can so you should have the opportunity to sell it and hear how the idea is received. (2) It makes sense to have specialists talking to each other, not through a grantsperson. It gives the funding agency representative a chance to know you and you learn firsthand how the grants system works. (3) Making direct contact with the funding agency can lead to other opportunities for professional development, such as serving on grant review panels or providing technical assistance to the agency. These activities will do as much to enhance your professional reputation as the grant work itself will. And the more you are involved in the total grant process, the better your chances of being funded.

Writing the Proposal

Generally, proposals for interdisciplinary programs are not well written. This is because no one person has total responsibility for their development. Input is provided at several levels. Major sections are written by different people. The finished document is often put together very hurriedly to meet the submission

deadline. The culmination of an interdisciplinary proposal effort is usually a proposal which reads like it was written--as it was--by a committee.

One section may not relate directly to another; information may be included for one department and not for another; the tone of the proposal may vary from section to section; and oftentimes important information is omitted.

These problems are well known to proposal reviewers, many of whom have worked on interdisciplinary writing teams. Still, that knowledge does not temper their reviews. If you are going to put in a substantial amount of work on an interdisciplinary program, please be sure that the person responsible for pulling the final proposal together has very strong editorial skills. Give that person sufficient time to modify the proposal and make changes, additions and deletions. Do not assume that everyone's contribution will be of equal quality. Most importantly, do not have someone without the proper technical knowledge write sections of the proposal. Keep the content strong and the writing concise. A poor proposal can do as much damage to an institution's reputation as an exceptional proposal can do good. Interdisciplinary proposals are especially vulnerable to criticism because the criticism will extend beyond one program or department.

A good proposal contains the following elements:

- abstract or summary statement
- statement of the problem and its significance
- objectives to be addressed
- program design and procedures
- work plan and time schedule
- statement of capabilities
- future plans
- budget

Those elements may not be all that the proposal addresses, but if you want it to succeed, it must **at least** include those items in that order. The proposal should be prepared for the convenience of the reviewer. It should be easy to read, free of jargon and technically accurate and appropriate. Make use of charts and graphs. If necessary, include supporting materials in an appendix so that the reviewer has the choice of reading them or not. Make sure each section of the proposal can stand on its own merits, even if it means being somewhat redundant.

Put yourself in the reviewers place. Would you fund your proposal if you had no prior knowledge of the program developer or the institution? Get others to read the proposal and give you feedback. Colleagues are especially helpful in reviewing the technical merits of your proposal. Grants office staff will check to see that you have followed the application guidelines and have written a proposal for a general readership. Supervisors and administrators are useful in reviewing resource commitments and organizational goals. Be open to criticism and suggestions. Your proposal will be all the stronger for it.

TIPS FOR PROPOSAL WRITING

Consider the purposes of the proposal. The proposal serves two distinct purposes: (1) it is a **technical plan** to address a specific problem in a specific way; and (2) it is a **marketing tool**, designed to sell the technical plan to a skeptical audience. When you are writing the grant proposal, keep asking yourself, "Why should X Agency was to fund this project?" If you

cannot answer that question in three sentences or less, don't bother finishing the proposal. Because if you do not know why it should be funded, don't expect that a funding agency will.

Be truthful in the proposal. You will gain nothing by claiming expertise you do not have or promising results you cannot deliver. On the other hand, you should make the truth as attractive as possible. If, for instance, there is no way to guarantee that a particular project outcome will occur, admit it. Then explain how you intend to deal with that uncertainty. Be eloquent when something is to your benefit, be brief when it is not.

Be confident. State your case in positive terms and do not be afraid to pat yourself or your organization on the back. Give credit where credit is due and keep the rest for yourself. Remember--you have to convince a group of fellow experts that you can deliver what you promise better than anyone else.

Follow the proposal guidelines exactly. The guidelines the funding agency provides have been painstakingly developed through trial and error. The rules exist for a reason and should be observed. Neither the funding agency staff nor the reviewers will appreciate your work if you submit something other than what they requested. The place for individuality and creativity is in the process of defining the concept, not in preparing the application.

Write with an active, not passive, voice. You will do this and you will do that; not, something "may" be done or "could" result. Again, consider the impression you are trying to make.

Do not beg. There is nothing more damaging to a proposal than a statement which says in essence that the project should be funded because the applicant is too poor to do it alone. A request for project funds is not asking for a handout. It is an invitation to the funding agency to participate in an exciting, meaningful venture. Do not apologize for your request. Instead, emphasize the outstanding investment opportunity you are offering. In the grants business, nothing succeeds like success. If you don't sound successful, you probably won't succeed.

Do not make unsupported assumptions. Do not assume that the reviewers know anything about you or your program. Do not describe the problem without documenting its existence. Do not assume your project is innovative if you do not know for certain that it is. Do not propose your solution or approach as the only one that will work, even if it is. Instead, speak of it as the best or more beneficial approach.

Pay attention to the content and organization of the finished proposal. Your proposal should be neatly typed, easy to read, carefully formatted, well organized and inexpensively packaged. It should not feature printed covers, special divider pages and elaborate bindings. Those may add to its appearance and cost but they do not add to its fundability. In fact, the rule of thumb in grantsmanship is: the more attractive the proposal, the less important its content.

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Use terms correctly. Goals are not objectives, objectives are not methods and methods are not measures of effectiveness. Goals are long-range benefits you hope to attain. Objectives are quantifiable outcomes of your program. Methods are the means by which you obtain the objectives. And effectiveness is measured by how well you met your objectives, not the plan you used to get there. When the preceding terms are used incorrectly in a grant proposal, the proposal becomes unclear...confusing...unfundable. A good idea means nothing if you don't know your means from your ends. And if you don't know your means from your ends, should you really be running a program?

WHAT MAKES A PROPOSAL COMPETITIVE?

A good idea is the essence of a successful proposal. Without that, no amount of good writing or good research will help. However, a good idea is oftentimes not enough. The competition for grant funds is fierce and will be even worse in the future. If you want your proposal to stand out, it has to be **exceptional**, rather than **acceptable**.

Outstanding proposals offer unique solutions or approaches to problems; they are cost-effective or easily replicable; they are innovative; they have measurable impacts; they provide a needed service or program; and they are realistic--they can be done with the time and money requested.

Competitive proposals share several common characteristics:

- they demonstrate institutional commitment to the program.
- the program staff has strong credentials to do the work proposed.
- there is evidence of long-range planning.

- the program plan is well thought out and organized.
- the document reads well.
- the budget is conservative and detailed.
- the costs for the program relate directly to the activities.
- the guidelines for submission were followed.
- there is strong justification of need.
- there is every likelihood of success.

STRATEGIES TO STRENGTHEN YOUR FUNDING POTENTIAL

- If you don't have the credentials needed, team up with someone who does.
- Use the reputation of your institution, if appropriate, to demonstrate capacity and enhance credibility.
- Begin with internal funding sources and work up to national sources as you build your track record.
- Use consultants to provide missing expertise.
- Read successful proposals and talk with successful program directors.
- Make personal contacts with the funding agencies.
- Use resource people such as your grants office staff in the proposal development process.
- Take criticisms of your program to heart.
- Don't be afraid to revise your concept.
- Keep current in your field.
- Be sensitive to problems in your discipline or "gaps" where grant work is needed.
- Attend more conference sessions like this.

BUSINESS LANGUAGE: PROGRAMS AND RESOURCES IN EUROPE

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The development of business language implies at least two favorable circumstances. First, business education in a given country must be healthy and oriented toward the international. Second, language teachers in the country must be interested in the field of language applied to business. As a result, the goal of this paper is twofold :

- 1 - to give an overview of business education in four European countries (Italy, Great Britain, France and West Germany), and
- 2 - to survey the development of business language in Europe with particular emphasis on the cases of Great Britain and Denmark.

The paper will conclude with a number of suggestions for future cooperation in business language between Europe and the United States.

The information concerning business education in Europe is drawn from the January, 1986, Deans and Directors' Meeting held at the C.E.S.A. in Jouy-en-Josas, France. We are indebted to Mr. Jean-Paul Larçon, Director of F.E.C. in Jouy-en-Josas, for his report on the meeting.

AN OVERVIEW OF BUSINESS EDUCATION IN FOUR COUNTRIES

Business education in Italy is a recent phenomenon, as the first Italian business schools only opened their doors some 15 to 20 years ago. In general, these business schools are non-academic and are largely business-dominated. In fact, the latter situation is the source of a number of problems as the business schools are so dependent on company support that they tend to lose their critical distanciation vis-à-vis the business world. That is, they can no longer give independent advice. Furthermore, the links between companies and business schools tend to lack sophistication as concerns curriculum development, student

question of educational standards and quality must be raised as school programs frequently derive directly from company demands. In sum, there seems to be an imbalance in Italy among the three traditional European partners in business education : the business schools, the companies, and the government.

In Great Britain, there has been considerable interest recently in government circles in possible company-business school links. This interest has led to a number of reports, such as the 1983 report of the Advisory Council on Management Education. On the other hand, government financing in the United Kingdom has been reduced due to budgetary restrictions. The results of these restrictions have not been universally negative as the business schools have been forced to define their strategies more precisely as a consequence. However, the business schools have also been increasingly forced to sell to business and thus to emphasize the short-term.

Generally, in Great Britain, there is a certain homogeneity of the M.B.A. degree. At the same time, there is a university - polytechnic split similar to that which exists in Germany. It should also be noted that the demand for management education in the U.K. is quite strong and in fact, for the moment has not been met. Is the solution privatization ? decentralization ? restructuring ? Certainly two fundamental issues are the schools' remaining autonomous and the shortage of qualified professors. The second question is common to several countries and involves adequate pay for the teaching jobs offered.

In France, although management institutions have traditional financial links to companies, the latter have not really understood how expensive management education is. Furthermore, the dialogue between companies and business schools should include a discussion of strategic goals.

As concerns the teaching load, some fifty per cent is done by the staff and another fifty per cent by company executives. This arrangement has the advantage of providing in-put from the companies. On the other hand, all too often it is their personal ideas the executives share with students, rather than their corporate culture. One final remark concerning the relations between companies and business schools in France is that there is a pressing need for French businesses to support research in the schools.

Turning to Germany, we find the split, mentioned earlier in the British context, between the Fachhochschule on the one hand and the universities on the other

hand. But in very broad terms, the former are close to the companies but have an image problem while the latter have a good image but are far from the companies. In fact, the real question in Germany seems to be : When will real management education begin ? For the moment, most training actually takes place within the companies themselves.

COMMON EUROPEAN PROBLEMS IN BUSINESS EDUCATION

After this very rapid overview of management education in four countries, it is certainly interesting to take a look at the themes which seem to have a continent-wide, European dimension. The first of these general themes is the links between companies and business schools which are almost universally difficult. The problems stem in part from the cultural differences inherent in the two types of institutions. One possible way to ease these discrepancies in culture would be for professors to spend extended periods of time as managers with companies or, conversely, for managers to work as professors for long periods. A second source of friction between business schools and business is the latter's strong demand for programs tailor-made to meet its specific needs. Obviously, such tailor-made programs place greater strains on schools' faculty and finances than do inter-company programs.

A second European concern is for sheer size and excellence among Europe's business schools. Indeed, in contrast to American standards, a large European school would have perhaps 100 faculty members. Thus, no country, much less any given institution, possesses the financial and intellectual wherewithal to develop the European Technological Institute modeled on M.I.T. which has been suggested by some multinational company presidents. In other words, to attain the critical mass necessary for such undertakings, European institutions must learn to work together.

Taken from the human resource management perspective of Jean-Paul Larçon, the fundamental unity of the European management training market also implies a policy of segmentation for business schools. At present, everyone wants to train top management - in reality a very small market segment. A more enlightened approach would seem to be institutional specializing in currently undeveloped fields such as advertising, or pricing and taxes in the different countries of Europe, or foreign languages for sales personnel. Yet another area of

specialization might be leadership and motivation as a function of language and culture.

Indeed, another current problem of European business education is the lack of time to develop technical skills and particularly language skills. It has been demonstrated that students hired by large companies in Europe must be highly adaptable and thus must possess a variety of skills and a number of languages. Cross-cultural sensitivity is essential.

However, on the subject of language there is disagreement on the choice and the number. In major French institutions, English plus one other mandatory foreign language is the current position, but there is a strong push at present toward a third compulsory language. In Britain, bringing in a single foreign language was something of a struggle and is still not universally accepted. Furthermore, geographically speaking, should the business student in Strasbourg learn the same language(s) as his colleague in Nice ? Moreover, given the time constraints of business education, even in Europe, language studies are directly dependent on the linguistic foundations acquired in secondary school. So, what can be done ? Certainly student exchanges among European countries should be increased. Real internationalizing of business subjects should be undertaken and even library holdings in foreign languages other than English should be vastly increased.

THE DEVELOPMENT OF BUSINESS LANGUAGE IN EUROPE

These last remarks bring us to the second of our two themes, the development of business language in Europe. In Europe, with the tightening of commercial ties among member nations of the European Economic Community, an ever clearer demand has been heard for professionals trained in language and management to be the top and mid-level executives of tomorrow. A few countries, like Britain and France, anticipated this development fifteen or more years ago and made language study one of the cornerstones of management education. Other nations, in particular Denmark, have been caught up in the business-language maelstrom fairly recently. Still others, Spain for example, seem to be largely untouched by the development of the business language phenomenon, but with the inclusion of Spain and Portugal in the E.E.C. (January 1st, 1986), this attitude among Iberian business schools will undoubtedly change.

Perceiving a similar trend - at different speeds - in Europe and North America, the Ecole Supérieure de Commerce de Lyon (France) undertook to organize the First International Colloquium on Language and Internationalizing Business Studies on its campus on July 5th and 6th, 1985. The thought behind the colloquium was to bring together colleagues on either side of the Atlantic on the one hand, and to mix business professors and business language professors on the other hand. The colloquium was to be an exercise in academic oecumenicism.

Since the colloquium was an open affair based on a public call for papers in Europe and North America, the attendance statistics are in themselves something of a thermometer for international interest in the gathering's theme. Three national groups were particularly numerous : the French, the Americans, and the British. If the first two were anticipated - the French due to simple proximity and the Americans thanks to considerable national interest in the subject (as well as the attraction of a cheap holiday in France, given the inflated exchange rate of the dollar), the size of the British contingent was not expected. As will become clear from later discussion, the number of British participants reflected a sea change toward applied language instruction in Great Britain. The overall colloquium attendance of 125 emphasized the high level of interest in international affairs on both continents. In addition to these three countries, seven others (Canada, the Federal Republic of Germany, Denmark, Belgium, Ireland, Spain, and Austria) were also represented. The desired business-language mix was attained as two-thirds of the participants were from the field of language and one-third from business schools. The sex balance was about 60 % /men/ to 40 % /women/. As was brought out during the colloquium, only two of the plenary session speakers were women (15 %), while women represented about thirty-five per cent of all speakers. In general, women tended to be less well represented at the higher administrative levels and still less in business than in language.

"CASE STUDIES" OF THE STATUS OF BUSINESS LANGUAGE IN THREE COUNTRIES

Among the papers given during the two days of the colloquium, three dealt with the current degree of advancement of business language in three countries : the United States (Judy Frommer : Harvard University), Great Britain (Angela

The case of the United States

For her overview of business French in the United States, Judith Frommer used a questionnaire mailed to some 300 four-year institutions as well as information gleaned from "French for Business and International Trade" (David O'Connell editor, University of Illinois at Chicago) as a base. Although the results of the study cannot be considered definitive, given the near impossibility of targeting all university-level institutions possessing business language courses, Dr. Frommer has nonetheless listed 108 business French courses in the U.S.. The courses identified seem to have no geographical bias, but rather are spread over forty states and the District of Columbia. However, such courses appear to be more prevalent on the campuses of large, generally state-supported institutions rather than small colleges. Interestingly, Dr. Frommer has found that the majority of these courses originated within the language department and that only a few (17) are offered jointly with an economics department or business school. On the other hand, the joint courses are precisely the ones which attract the largest numbers of students. It is Dr. Frommer's opinion that the future of the already firmly established field of business French lies in coordinated programs such as these.

The case of Great Britain

It is precisely on this point that Dr. Frommer's presentation of the American situation corresponded most closely to that of Great Britain given by Angela Chambers. In fact, Dr. Chambers structured her presentation of the some 50 university-level programs in combined language and business currently available in the United Kingdom according to the degree of "integration" of the language and business components.

The British case seems rather similar to that of the United States, since language departments initially dealt only in literature and had no links to business schools. However, since 1960, there has been an ever stronger movement toward combining language and business, led at first by the "Colleges of Advanced Technology" (which had recently become universities - Bradford, Salford, Strathclyde, etc ...) and thereafter, by the Polytechnics. These institutions'

success in attracting students to their new programs prompted the universities - primarily the "redbrick" universities- to found similar courses of study. In sum, the development of combined business and language programs progressively expanded to the present large number.

As concerns the integration of the business and language elements, there seem to be five levels of meshing. At the lowest level, business students are offered optional language courses on many campuses. Under this sort of arrangement, the language and business curricula remain entirely separate, and the hapless student must combine them as best he can. At a second, more complex level, two disciplines may be combined in a degree course - for example, language and business at the University of Edinburgh, or language with management or marketing at Leeds and Lancaster. Still the language portions are taught within the school of humanities and may or may not be oriented toward business. At a third level of sophistication, the two disciplines are combined and the language teaching is devoted solely to business language. However, in the institutions concerned (eg Salford), the burden of integrating the two disciplines lies entirely with the language department. The business courses remain the same whether a language component is involved or not.

A step further along the road to meshing the two elements is the "Single Honours in International Business and Modern Languages" at the University of Aston (Birmingham). At Aston, some business courses are taught directly in the target language (French or German). In addition, all students spend a year in a French or German business school and do a traineeship with a company in one of the two countries. Finally, at the fifth and highest level of integration, students on three sister campuses in Britain, France and Germany work toward the same diploma in European Business sponsored by the European Community. The organization includes language courses carefully geared to the business curriculum, a mandatory period of studies on one of the sister campuses and the awarding of two diplomas - from the home and the sister institutions. Professors of language and business closely coordinate their courses at all levels. An example of this last category would be Middlesex Polytechnic with the ESCAE de Reims and Fachhochschule Reutlingen.

It is tempting for an American to see in the British example a blue-print for the future of business language in the United States. After all, the British university system is not that different from the American one and the British have the same reputation as the Americans for being weak in languages. Certainly, given that they began tinkering with business and language programs in the

anyone in the U.S.. Thus, Americans should be able to profit from their experience. However, there are a few fundamental differences between the two countries' situations we must not overlook.

- First, conditions were particularly favorable for the spread of applied language in the early 1960s as the Colleges of Advanced Technology, whose language departments had no long-standing, profound attachment to the sole teaching of literature, were just becoming universities in their own right. Furthermore, in the late 1960s, the Polytechnics - whose vocation was also primarily technical - perceived the interest of joining forces with the Business Studies sections. In other words, the institutions which founded the business language movement in Great Britain had no entrenched interest in teaching only literature and also enjoyed university-level status.
- Second, Britain's main trading partners are either English-speaking or are situated just across the Channel from her - hence the overwhelming concentration on French and German in the combined language - business programs. Certainly, limiting the number of languages offered has enabled Britain to make great strides toward integrating them with the business subjects. (However, the choice of languages must be seen as somewhat arbitrary. Italy is among Britain's primary trading partners too, yet only three programs of business and Italian exist in the entire United Kingdom). If the principle of concentration is to be applied to the United States, which languages should be chosen for study and on what criteria should the choice be based? Should university language sections in collaboration with their business schools select one or several regions (and thus languages) of the world which would become their specialities - a sort of area studies approach?
- Third, and most important, Great Britain is a member of a relatively tight-knit multilingual economic federation, the E.E.C., and thus is involved in daily business - and politics - with non-English-speaking partners. The United States is never likely to be involved in such a close economic working relationship with other nations.

The case of Denmark

At first blush, the example of Denmark - a small country on the periphery of Europe - might seem of marginal interest. Yet, the recent evolution of language

the beginning of the present decade, language teaching in the university economics sections and business schools (which are separate institutions) was limited to a single language - English - then considered to be the key to international trade. However, the economic crisis of the 1970s, which struck Denmark particularly hard, led large numbers of students to leave the humanities to study economics and business - a development not unknown in the United States. Given the circumstances, language teachers were looking for new solutions to fill their now empty classes. Thereupon, the Danish government intervened through the report of the High Council on University Education (June, 1981), to mandate the creation of international programs designed to facilitate Denmark's penetration of foreign markets. As a direct result, new courses of study were instituted in the country's universities and business schools. These new programs incorporated both linguistic elements (primarily English, French, and German) and comparative country analyses (demography, balance of payments, manpower pool, etc ...). According to Dr. Qvistgaard, the institutions offering both language and business/economics include the business schools of Aarhus and Copenhagen and the university of Odense. In addition, the universities of Roskilde, Albord, Aarhus, and Odense (in a separate program) offer international business courses without a language component. The University of Copenhagen is currently studying the type of international program it will propose. In sum, Denmark has only recently begun working in the area of business language. However, thanks to the encouragement of the Danish government, the structures for international business programs with a language component are already in place and have begun functioning.

OBSERVATIONS AND CONCLUSIONS

From the papers given during the colloquium on language and internationalizing business studies, as well as the formal and informal discussion, a number of observations were made and conclusions drawn. In particular, the following points were observed :

1. The development of business language teaching is a truly international phenomenon.

Britain and France) than others, while still other nations (eg Spain) have barely begun working along these lines.

3. The underlying driving force behind the business language phenomenon in all countries concerned seems to be the increase in trade links among nations, accentuated by recent economic difficulties.
4. The approaches to teaching business language vary not only from country to country but also from campus to campus.
5. Broadly speaking, those business language programs are most successful which most completely integrate the business and language components, that is, where the business and language faculty cooperate closely. (A variant of this remark is the call by Jean-Paul Larçon, Director of H.E.C. near Paris, for language faculty trained in business or vice-versa).
6. In relation to point five, few language faculty possess the business knowledge necessary to feel at ease in a business language classroom.
7. There is a generally felt need for high-quality pedagogical materials (texts, audio-visuals, etc ...) for teaching business language.
8. There is little national, much less international, cooperation in the development of programs or materials. Indeed, no country seems to possess a functioning network of business language teachers, although there are recent associations such as that founded by Claude LeGoff for business French in the United States.
9. Prior to the Lyon colloquium, there had never been an international forum for the exchange of ideas on business language.

In view of the preceding observations, the following suggestions seem appropriate :

1. That a colloquium on business language and internationalizing be maintained on a bi-annual basis as a forum for sharing thought in the field. (Lyon would welcome proposals to hold the colloquium on other campuses).

2. That the theme of the 1987 Lyon colloquium be "Creating Pedagogical Materials for International Business and Business Language".
3. That a group of business language teachers interested in the creation of pedagogical materials be formed. (The idea here is to create materials in France or Germany, that correspond to the actual classroom needs of business French or German teachers in the United States, for example). Interested parties in all business languages are invited to write the author.
4. That an international network of business language teachers be formed to share ideas and resources. To this end, the names of participants at the first Lyon colloquium could constitute an initial list, in conjunction with different national lists or associations.
5. That exchanges of student internships between institutions offering business and language studies be encouraged. To this effect, the network of colleagues described in number 4 would seem particularly useful.
6. That language faculty internships with companies abroad be sought, perhaps on an exchange basis. Although vastly more difficult to arrange than student internships, this sort of faculty enrichment opportunity with a foreign company would be extremely useful. Again, the international network of business language colleagues might be a source of contacts.
7. That more language faculty be given the opportunity to attend the retraining seminars in business language now available (in French in Paris, Vichy and Lyon ; in German in Cologne) and that such seminars also be offered in the different regions of the United States. Within the U.S., one likely solution would be for regional universities with particular expertise in the field to hold seminars on their campuses, preferably with the aid of experts from the target country.
8. That, whenever possible, business language programs be established in collaboration with the business school of the campus involved. (To this end, the very existence of numerous joint business - language programs abroad may prove a powerful argument).
9. That language faculty make themselves aware of international business seminars for students or businessmen available abroad - even when given in English. International business is inextricably linked to business language.

Thus, an English-language seminar on the economy of a given country can easily be a first step toward the founding of a course on the business language of that country. Once again, the links to the language faculty of business schools abroad can be a valuable source of information.

10. That, beyond preparing their students in business language and helping them seek an internship abroad, business language faculty bear in mind the possibility for the better students to do graduate business studies abroad. Consortia such as the C.I.A.M. in France (member schools : H.E.C., ESC-Lyon, ESC-Paris, CERAM-Nice), actively recruit foreign students possessing a basic grasp of business and a good working knowledge of the national language to work toward the French equivalent of an M.B.A..
11. That, preferably in cooperation with the business faculty, language faculty help raise local awareness of the international dimension of business, through invitations to representatives of selected cities' chambers of commerce or of foreign business schools to speak to civic groups. Such representatives are often willing to address Rotary, Lions Clubs, etc ... during visits to the U.S..
12. And, most importantly, that faculty trained in literature not lose hope before the challenge of teaching business language. If the effort required is considerable, so is the reward of bringing more students to know the language and culture of the country with which they feel an affinity. Le jeu en vaut bien la chandelle.

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- 2 - Much of the information on business language in Europe is drawn from the author's article, "Hand Across the Water".

PROCEEDINGS OF THE FIFTH ANNUAL
EASTERN MICHIGAN UNIVERSITY CONFERENCE
ON
LANGUAGES FOR BUSINESS AND THE PROFESSIONS

PART II:
SPANISH FOR BUSINESS AND THE PROFESSIONS

TEN YEARS OF TEACHING BUSINESS SPANISH

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TEN YEARS OF TEACHING BUSINESS SPANISH

Dr. Angelo Armendariz

This paper would like to outline the steps followed and the experience gained in ten years of teaching business Spanish so that others may benefit from that experience.

When I started working on this course, few universities had similar courses. I did not know of any. The course had been in preparation for two consecutive summers. Very often during that period of time, I doubted I would be able to come up with suitable materials, nor did I know if students would be interested in such a course.

The idea for a business Spanish course came through conversations with colleagues, as a desperate move to attract students by offering a less traditional curriculum. The first time I offered the course in the summer of 1975, only two students showed any interest, but only one showed up for the first class. It was offered as a non-credit course on a voluntary basis. The following semester, it was offered as a regular course and, to my surprise, it was full. It had an enrollment limit of 16 and it has been full every time it has been offered. Many of the students interested in a business course are students who combine business and foreign languages, but there are others too, liberal arts students who would like to improve their marketability by being able to say that they have taken a course in business Spanish, and others.

A. What to cover in a business course.

Anybody who has had anything to do with interpreting knows how frustrating this can be. The field is immense and the chances of becoming an expert in all of them is close to nil. Even within the field of Manufacturing, Banking, Investing, International Commerce, Business correspondence, contracts, travel etc. It is impossible to cover all the subjects in a single course. The teacher has to make a choice as he establishes the goals and objectives for the course.

As for me, it was clear that Business Correspondence and communications would be the range within which I would establish my goals and objectives. As I discovered later on, this was not a bad choice for, within Business Correspondence one can develop a great range of vocabulary applicable to ordering, transportation, payment terms, international money exchanges, contracts, filling out forms, etc, practically all aspects of business.

B. Level of Business Courses.

As we will see later, many of the available textbooks try to introduce business terminology early in the language learning process, before

the students have acquired any proficiency-fluency we used to call it before-in the language. I seriously question the validity of this approach. It is my opinion that anyone trying to go into professional use of a foreign language before the basics have been mastered can at best make a fool of himself and at worst, lose millions for the companies he is supposed to help.

Any attempt to specialize the student's language use before achieving at least a high intermediate level on the proficiency scale, will end up not achieving the goals or these would have to be so low as to have no real value in the business world.

I can imagine that in some cases and for some professions such as social workers, or for the health professions as long as one does not have to deal with technical terminology, one can keep the language needs at a basic level, but this can not be true for most other professions such as police and legal work. Here a native or near native proficiency level with knowledge of specialized vocabulary is an absolute requirement.

C. Cultural Content of Spanish or Business.

A third consideration must be incorporated in all language for the profession courses: the cultural aspects of the language. Proper forms of address, normal courtesy exchanges, telephone courtesy etc. The cultural aspects of business course should never be overlooked. I, however, will not deal with this aspect of any business course except for this comments. I would not like people to think that I have forgotten them. They are important but we can not deal with them at this point.

D. Determining the objectives of the course.

As I was preparing my business course I surveyed twelve Wisconsin companies to find out what the most pressing foreign language problems were. I discovered to my surprise that most of them had none. I had come from Spain where a bilingual secretary could command as much pay as an executive, but here in the United States, people did not feel the need for knowledge of foreign languages in the professions.

Three of the companies surveyed showed an occasional need for translating services. Those were, Gould Industries, Brown Company, a paper company, and a small pet company which specializes in pure breed animals. The basic need that all of them had in common was to take care of an occasional letter from customers in Latin America; translating of machine specifications for Gould Industries and to take care of a non-English speaking business man who may come to see their operations.

Armed with this limited knowledge of local business needs, I decided that letter writing was the most likely subject to provide a job for my students, and this is exactly what I set out to teach in my course. I wanted my students to be able to read and understand business letters in Spanish and to answer those letters in appropriate correct business Spanish.

I soon discovered that this is easier said than done. I soon found out that, although I had established the fifth colleague level as the most appropriate for the course, most students had great difficulty in really understanding the message in the letter. For those students to be able to express themselves in acceptable business Spanish would be almost impossible.

I decided then that the only alternative was to have the students not write, but build, a business letter using previously existing blocks of materials. I found a book that used the same method, and this gave me the reassurance I needed in order to continue my work. Armed with this knowledge, I set out to find as many Spanish letters as I could; the more difficult and complicated they were, the better.

In reading these letters, I insist upon as perfect a translation in good business English as I am capable of or the students are capable of. Many students find this as difficult as understanding the letters written in Spanish. My experience shows that those students who have already had a course in business communications in English have a definite advantage over the rest. We analyze each letter, each sentence in the letter, paying close attention to the ways in which the two languages differ. After a few classes, and using the examples that we have encountered in our readings, I force the students to come up with the Spanish expressions for certain English sentences.

Transparency

1. We are writing to you regarding our last order which arrived the 10th of this month.
2. IMPORTES OCCIDENTE is capable of supplying all your needs at very competitive prices.
3. As you requested, we are enclosing our most recent catalogue with the prices now in effect.
4. Our company would like to acquire the exclusive rights to your products in this country.
5. Our representative in your country will be able to provide you with all the technical information you'll need.
6. We would like to congratulate you on the opening of your new offices in town.
7. Hoping to hear from you, we remain yours truly....

As their mastery of these expressions increases, we start dealing with complete paragraphs. This is much more difficult to do and the students despair at first that they will not be able to ever produce a correct paragraph in Spanish. It is, however, not my aim to force them to learn paragraphs by memory. This would be impossible. My aim is to get them to feel comfortable with the meaning and the way in which Spanish letters are constructed. This aspect of the course takes most of our effort in the first four to six weeks of class.

This is the vocabulary-building period. The texts bring a great variety of business terminology which the students are required to assimilate.

Transparency II

Mucho agradeceré se sirva cotizarme el precio del (aceite refinado) de (primera calidad), (en envases adecuados). Sirvase indicarme, asimismo, (facilidades y condiciones de pago).

I would greatly appreciate information concerning prices and payment terms of your best-quality refined oil in suitable containers.

Nos dirigimos a ustedes para consultarle, antes de despachar su pedido () del () del corriente; porque los precios han sufrido una subida inesperada de un 5 por 100 después de recibida su orden.

We are writing to you in regards to your order of () of (). There has been an unexpected increase in price of 5% which went into effect after receiving your order.

Transparency III

Mucho sentimos no poder satisfacer su demanda y ofrecerle las cotizaciones () que solicitó en su atenta del ...

We regret not to be able to quote prices for () as you requested in your letter of ().

Comunicamos a usted que en el vapor, ... que sale (zarpa) de () con destino a () el (), serán embarcados, consignados a su firma (nombre) los 12 cajones de repuestos para automóvil que solicitaron con fecha del corriente.

Los documentos que amparan (respaldan) dicho envío han sido entregados al Banco Español de a los efectos del cobre de crédito documentado que ustedes abrieron a nuestro favor.

This is to inform you that on board the ship that will leave () for () the () will be shipped under your name (your company's name) 12 boxes with automobile parts which you ordered this month. The shipping documents have been handed over to Banco Español so that payment can be made from the letter of credit you established in our favor.

Transparencia IV

Nos dirigimos a ustedes en relación con el crédito () que nos fue otorgado por esa institución con fecha (), y cuyo vencimiento se opera el próximo (día ()) de agosto del corriente año.

We are writing to you concerning the credit we received from your organization which expires first of August of this year.

La expansión de nuestras actividades tanto industriales como comerciales exige una disponibilidad cada vez mayor de capital circulante, a los efectos de hacer frente a los mayores consumos de materias primas y pago de sueldos y jornales.

El ajuste practicado a los precios entrará en vigor a partir del 1 del mes proximo.

Nos complace comunicarle que mantienen su vigencia los porcentajes que tenemos establecidos para los pagos al contado.

The students read eighty letters of various lengths and degree of difficulty, and numerous other texts such as contracts and other documents. The letters touch upon all kinds of subjects and provide a wealth of business terminology which would be difficult to provide in any other form.

I do not supply the students with the terminology in Spanish and English. I used to do that at first and I still do it during the first few lessons, just to show the students how it can be done. Later on, they have to do the work themselves, as we go over the material. In this way, they end up with a vocabulary list which is better suited to their own style of learning. At the end of the course and as an important part of the grade, the students will present to me the results of their efforts. I found out that this elicits better results, and greater familiarity and command of Spanish and English business terminology.

The most important aim of the course is to prepare students to deal with Spanish business letters. The small survey I conducted prior to the preparation of the course, seems to indicate that taking care of their business correspondence is their greatest need. Quite often, foreign companies write in English, but there are many who do not - the later is becoming more prevalent especially from Spanish-speaking countries. It is, however, almost impossible for a non-native to write a proper business letter. Even the native speaker needs special training and practice before being able to write good business Spanish. Therefore, I decided early that the best way for my students to produce a reasonably well written letter was to rely basically on existing phraseology and the use of complete paragraphs, which they could modify to express whatever they needed to express.

When I gave the students a letter-writing assignment, I do not want them to write an original letter, but rather to use the materials which we have studied up to that point and construct, or put together, the different elements so as to express the ideas they want to convey. This is not easy, at first, but with practice they soon realized that it is possible. I have students confide to me that they thought they could never achieve that goal. But, as their understanding of Spanish business letters grew, as the amount of sentences and paragraphs to choose from became richer, they realized that they were making progress. Towards the end of the course, what had been a source of despair because a motive of joy. Finally, constructing a paragraph in Spanish or a full length letter was becoming a reality.

The best student I have had in this class told me one day.

-You know, Mr. Armendáriz, I have learned more about Spanish composition in this class than I ever did in the two composition courses I took before.

I was gratified, of course, to hear that, but after thinking about it for a while, I became convinced that she was right. By forcing the students to work with ready made phraseology, they become familiar with it. Such ~~con~~structures become a habit and they get away from the straitjacket which the thought process and word sequence of our own language imposes upon all of us.

Let me outline briefly the steps we follow to achieve our goal. I will skip here the preliminaries to the course, such as, parts of the letter, forms of address, use of reference, subject, closings and format. That can be found in almost any book on the subject. I am mainly interested in explaining the process of familiarization with the text of the letter.

The first class exercises are relatively easy. The students practically have nothing else to do except writing the letter in the right form and making minor changes.

Transparency V.

1. Don Tomás Cortes Molina, de Nueva York, escribe a Industrias Zumárraga S. A., de Sansebastián, pidiendo precios para el suministro de 2. kg de pintura blanca, clase extra, envasada en latas de 20 kg. Ruegue especifiquen condiciones de pago y fecha de entrega.
2. Don Tomás Cortes Molina de Nueva York, escribe a Giotía y Cía, de Eibar (Guipuzcoa), rogando coticen sus precios más reducidos para el suministro de grapas para unir correas de transmisión.
3. Escriba a Dodegas Logroñesas, S. A., de Haro acusando recibo de su remesa de vinos de la última vendimia. Por parecerles de buena calidad desean recibir muestras de todos los vinos que producen. Indicar que los precios cotizados parecen demasiado altos; que den los precios más bajos que sea posible en vista a que están dispuestos a hacer pedidos de gran cantidad.
4. Ricardo Soriano Muñoz, de Los Angeles, escribe a Juan Rico Utrillas, de Sevilla, acompañando su pedido N. 10 para servir de acuerdo con las condiciones en él indicadas. Consultar si los precios vigentes son los de la circular N. 54. En caso de ser más elevados debe avisar antes de servir el género. En esta ocasión desea hacer el pago al contado si se le hace el 2% de descuento.

The next step is expressing in Spanish some well known English phrases such as the ones we have seen earlier. From there we go into translating short paragraphs, very similar to the ones they have read in Spanish. Later I start combining the contents of two letters into one, and finally, I bring original letters in English which the students have to put in the best Spanish they can.

It is interesting to watch how their ability to put together a letter in Spanish increases. As they see that they are making progress, their confidence increases, and this in turn makes them perform better in our attempts at simultaneous translation and translations of telephone conversations.

I will only show an example of one of the most advanced letters the students have to translate. As you will see, it is not an easy letter. The translation is from one of the better students. I regret not having the first try since that would show also the mistakes that the students still make at this point. The good ones do not make many.

Transparency VI.

We are writing to you on the advice of the Columbian Consul in Madrid who has indicated your company, Comercial Importadora, as the best qualified to serve our purpose.

Tejidos Mauleón has been in existence for 30 years. It employs more than 1,000 workers and it is considered one of the most important in its field in Spain. Our fine products are well known in Spain and in some Latin American countries. We are sure that we will be able to add some variety to the textile market in Columbia.

We would like to know the conditions of the textile market in that country.

Is there a substantial national textile industry?

Which countries import textiles in Columbia?

What are the prices?

Which kinds are the most common?

What are the official government regulations regarding exterior commerce?

Please feel free to add any additional information you deem important for our orientation.

Nos dirigimos a Uds. por consejo del Cónsul de Colombia en Madrid que ha indicado que su compañía, Comercial Importadora, es la mejor- indicada para servir nuestras intenciones.

Tejidos Mauleón, que ha cumplido 30 años de establecida, emplea más de 1000 trabajadores y es considerada como una de las más importantes en su campo en España. Nuestros productos son bien conocidos en España y en varios países de Latino-america. Por lo tanto, estamos seguros que podríamos añadir variedad al mercado de textiles en Colombia.

quisieramos saber las condiciones del mercado de textiles en ese país.

1. ¿Existe una industria importante nacional de textiles?
2. ¿Qué países importantes importan textiles a Colombia?
3. ¿Cuáles son los precios?
4. ¿Cuáles son las regulaciones oficiales del gobierno con respecto al comercio exterior?
5. ¿Qué clases de textiles son lo más comunes?

Sírvanse añadir cualquier información adicional que Uds. crean importante para nuestra orientación.

Sí la Comercial Importadora le interesa, tendríamos mucho gusto en establecer negociaciones con el deseo que nuestras relaciones sean provechosas para ambas compañías.

F. Class Projects.

As part of the course, I always have some class projects in which everybody participates. Some of these projects were:

1. Contacting Embassies.

We wrote to the Business Attaches of Spanish-speaking embassies requesting information about regulations in their respective countries for export-import business.

2. Surveys.

A survey of Wisconsin companies about their needs for employees with foreign language knowledge.

The same as above, but on a wider scale. Hundred companies, nation-wide were contacted one year. The students help develop the questionnaire, write the accompanying letter and did the rest of the work. The results, however, came back too late to be analyzed in the course and I only did a very superficial study of it. Thirty percent answered and of those more than half have used interpreters and bilingual secretaries in their foreign operations. Those who needed interpreters or bilingual secretaries did not use U.S. citizens but natives of the countries in which their foreign operations were located. Not a very encouraging situation.

3. Business Dialogues.

Students working in groups, develop dialogues in English which are used to practice simultaneous translations.

4. Simultaneous Translations.

A visiting businessman who does not speak English comes to the company.

The students play the different roles. One acts as translator.

5. Telephone conversations.

The same as above but through the telephone.

6. Writing business letter.

The class is divided in groups representing companies. They write letters to each other on any of the many aspects on interntional business operations.

G. Employment of Students who have taken the course.

The employment outlook ten years ago, was quite different from what it is today. In those days knowledge of a foreign language was not a sought after qualification for employment. Ten years ago nobody got a fulltime paying job in business because of language ability. Some students had some experience because they were called upon to translate a few contracts mainly for cattle sold to Mexico. Some served occasionally as interpreters. In the last years the situation has changed. A good number of my students are working at full-time jobs where Spanish is an important part of their reason for employment. One is working for Speed Queen, taking care of their international correspondence. Another took a job with a company that produces airplane parts. Two went to work for Cargill, one of them sent me some materials the company has produced in Spanish, and she is about to go to Argentina with the company.

DEVELOPMENT OF AN INTRODUCTORY COMMERCIAL SPANISH COURSE:
COLLABORATION OF THE MEAD PACKING CO. & KENNESAW COLLEGE

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This paper will describe a collaborative effort of business and academia that resulted in the development and implementation of an introductory commercial Spanish course at Kennesaw College. The course, as measured by student, teacher, and community evaluations, has been successful in its attempt to introduce students to business practices in a Spanish speaking environment. This joint business-academic collaborative effort now serves as a model for development of all commercial foreign language courses at our college. Details of the formation of the collaborative, methodology used for course development, and the resulting course content will be described in this paper.

Kennesaw College, a senior college of the University of Georgia System, is located 22 miles north of Atlanta in Cobb County. Cobb is one of the fastest growing counties in the United States. In the past ten years both the metropolitan Atlanta area and Cobb County have greatly increased activities in the international field.

One major indication of increased international awareness in our community has been the active support of the Cobb Chamber of Commerce for the creation of the new Cobb International Center. This International Center was built by the Chamber of Commerce in order to offer services to the now more than 80 international businesses located in Cobb County and to increase international awareness in the community.

One service of the International Center, translation and interpretation, was the result of a collaborative effort between members of the Cobb business community and the Kennesaw College foreign language faculty. During frequent meetings to discuss development and implementation of the translation services, language faculty and members of the business community had opportunities to share on a profound level their hopes and concerns regarding foreign language study. Members of the business community expressed concerns that too few students of foreign languages developed practical language skills for business, and the language faculty expressed concerns that too few in the community understood the commitment required for mastering a second language. One result of these discussions was a decision by both groups to collaborate in the development of a commercial language curriculum at the college.

Spanish is the largest foreign language program at Kennesaw College, and the Atlanta area has a high concentration of businesses owned or managed by native Spanish speakers. Because of this, it was decided by the collaborative group of language teachers and community international business leaders that the first course to be developed in the commercial foreign language program would be introductory commercial Spanish. Furthermore, this course would serve as a model for the development of future commercial courses at the college.

During the meeting concerning the translation services of the Cobb International Center, Mr. Octavio Orta, Director of International Marketing for the Mead Packaging Company,

and Dr. Judy Holzman, coordinator of the College's foreign language program, agreed to meet once a week for six months to discuss development of the introductory course. Mr. Orta, a native Spanish speaker, was aware of the lack of commercial emphasis in traditional language programs and was most anxious to assist in developing a commercial Spanish language program. Dr. Holzman, trained in a traditional literary language program, was anxious to have Mr. Orta's practical advice for the development of a strong commercial program. Both were deeply committed to a joint academic-commercial effort in the development of the course. This commitment often involved extensive weekly meetings or long-distance telephone discussions when Mr. Orta's work required out of town travel.

The first issue in this effort was identification of the target audience. Study of other commercial language programs in the United States revealed that there was not a great deal of consistency in entrance requirements for introductory commercial language courses and even less consistency in the content of such courses. This review of other programs led Orta and Holzman to the conclusion that the target audience would be determined by studying the particular needs of the Kennesaw College student and the particular needs of area international businesses.

A survey of all business majors and language majors at the college indicated that both majors were very interested in such a course. Mr. Orta was very anxious to attract business students to the study of business conducted in a language other

than English. However, business majors thought that the many course requirements of their business curriculum left little opportunity for fulfilling the prerequisites for commercial Spanish. The survey also indicated that most language majors had never taken any business course.

The survey was a useful planning tool not only for the introductory course, but for future program development in commercial language study. Long range goals included development of intermediate and advanced commercial courses, and the institution of a major program of study in commercial foreign languages. It was hoped that such a major would appeal to both business students and language students and efforts were begun to design a program that would allow business majors time in their curriculum to master basic language skills.

In terms of immediate implementation of the proposed introductory commercial course, however, the survey indicated that the target audience for the course would be language students who had completed basic language acquisition courses. This decision reflected an attempt by Orta and Holzman to balance a concern for the integrity of the course with a concern that course entrance requirements for an introductory course not be excessive.

After making the target audience decision, Orta and Holzman began a review of the literature regarding commercial courses and an extensive review of texts and materials for the course. While bits and pieces of some texts were excellent for our purposes, no one text was found for the particular commercial

course that seemed to serve the needs of the Kennesaw student. Some of the texts were too advanced for an introductory course, and many introduced various aspects of the business world without giving any unifying theme or topic to the course as a whole.

Orta, who daily carried on business with the Spanish speaking world, wanted very much that students understand his world in practice, as well as theory. The more he studied published texts, the more anxious he became to simply tell his story to the students. He envisioned telling the students about a business transaction he had conducted from its inception until its end. At this point it was decided that Orta would write ten units of study which would actually describe in a general manner one of his undertakings in Latin America. Mr. Orta was satisfied that these ten units would give to the course the practical aspect of the commercial language that had been emphasized by the business leaders at the Cobb International Center. Dr. Holzman would supplement these units with cultural reading and practical exercises to develop such skills as letter writing and problem solving in the business world.

A review of the ten units of the Orta-Holzman book shows that the course gives a general, but comprehensive look, into the Spanish business world. The units are: At the office; Telephone Calls and Telexes; Import, Export, Traffic, Shipment; The Bank; The Accounting Function; At the Stock Exchange; Labor and Management; Marketing and Sales, Record Keeping; A Sales Call Abroad.

The book follows the life of a Mr. Eduardo Camacho, a successful Venezuelan businessman, for a ten month period when

he begins and ompletes a successful business venture in Chile. Mr. Camacho is in reality Mr. Orta. By setting the book in Venezuela and Chile we hoped to give the student important insights into Latin American culture. Also, by giving the book one central character and one central business venture it was hoped that the student would retain more of the general material presented. These hopes were more than realized. Students developed a geniune interest in Mr. Camacho, and you can imagine their excitement when at the end of the course Mr. Orta visited the class and revealed to the students that he was, in fact, Mr. Eduardo Camacho. Mr. Orta's presentation impressed upon the students that the skills they were learning in the course could certainly be used in the business world and were, in fact, desperately needed in the business world.

The second time the course was taught Orta and Holzman decided to invite other quest business leaders, familiar with course objectives, to talk to the class. This decision was made because it was obvious that Mr. Orta could not appear in every class using the Camacho book, but it was strongly felt by both Orta and Holzman that the quest business leaders were very important in terms of reinforcing the students' learning, as well as extending that learning. This is the big advantage of a collaborative business-academic venture. The Kennesaw College experiment in collaboration has convinced the language faculty that collaboration should be an integral part of a commercial language program.

DEVELOPING CULTURAL SENSITIVITY IN SPANISH FOR SPECIAL
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DEVELOPING CULTURAL SENSITIVITY IN SPANISH FOR SPECIAL PURPOSES

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The Hispanics are the fastest growing minority in the United States today, and it is estimated that by the year 2,000 they will be the largest in the country. Yet little is known about the Hispanic experience in the United States, and little has been done to explore the extent to which Latino cultural expressions reflect underlying conditions in the Latino community and in their history of migration and exile. A cross-cultural humanistic perspective would provide an opportunity to relate the increasingly diverse cultural expressions of the Latinos to the difficult realities of the growing Latino population.

Students of Spanish for Special Purposes do not necessarily learn to appreciate viewpoints of the Latino culture. Many of the books and materials in the field have avoided this topic altogether or have limited themselves to a very cursory discussion. If our students are to learn to interact effectively and with empathy it is our responsibility to sensitize them to values and perspectives of the people with which they will be working. An exploration of U.S. Latino literature integrated thematically with the linguistic component of a Special Purposes course would not only expose the student to the unique vantage point from which Latino writers view the social concerns and history of their people but also make them aware of the complex issues raised by increasingly divergent strains of language, sensibility, identity, and style which have arisen within Chicano/Mexican-American, Puerto Rican and other U.S. Latino literature flowing from the experience of migration.

This need to communicate the values and social reality of the Hispanic world became very apparent to me when I started to teach the Conversation for Professions course some years ago at the College of New Rochelle. New Rochelle is a private liberal arts college situated near Long Island Sound in Westchester County, New York. Most of the students come from the small towns and suburbs of the tri-state area of New York, New Jersey, and Connecticut. Few of these students have had firsthand experience with third world people or countries, or even countries in which they must speak a language different from their own. I suppose that for many I am the first Spanish native speaker with whom they have come in contact. Thus, as a language professional and an Hispanic, I felt doubly responsible to impress upon the students my belief that knowing the language was important, but that more was needed if they wanted to get along with, and work with other peoples.

I began this sensitizing process by first providing the students with as accurate information as is available on the geographical distribution and population of the various Hispanic groups, and on characteristics such as age, sex, education, employment, and income. Such information was necessary to provide a context for the students' understanding of the Hispanic experience. It should be stressed, however, that useful as the above information is, by itself, it adds nothing to the students' familiarity with the daily aspects of life, the ideas, or the values of the Hispanics.

To fill in these gaps I decided to turn to the rich source which was readily available, the writings of Hispanics in the U.S. which had seen a renaissance since the socio-political Civil Rights struggle of the mid-1960's. Hispanic letters in this country had also been enriched by the many writers from the Southern Cone, and Central America who were living in exile here now. In these writings were the experiences, aspirations, and points of view of

people very different from themselves to help the students gain that insider's perspective on the Hispanic reality. I found that poetry, in particular, with its capacity to express nuances, feelings, and levels of meaning was a powerful sensitizing tool. The poems I selected were those that conveyed social information about the Hispanics and would, thus, shed light on important aspects of their history and culture.

For the study of the Chicano experience I chose various poems of Tino Villanueva, one of the leading Chicano contemporary poets. Villanueva, born in San Marcos, Texas to migrant worker parents writes of the hardship and isolation of the life of the Chicano.

In his two volumes of poetry, Hay otra voz Poems (Colección Mensaje: 1972) and Shaking off the Dark (Arte Público Press: 1984) Villanueva writes in both English and Spanish, as well as a mixture of both languages. It is a style, as Villanueva has called it, which is bisensible (Tino Villanueva, ed. Chicanos: Antología histórica y literaria, Fondo de Cultura Económica: 1980, 54), the result of the bicultural experience of being raised in two cultures, the Mexican and the Anglo-american. Moving within these two cultures, the Chicano has a double sensibility -- a "bisensibility" which leads the individual to perceive aspects of reality which have not been explored very much, such as the silence of the oppressed. For Villanueva this silence is death because it eradicates history and leads a people to oblivion. Villanueva's poetry of the Chicano experience breaks through this silence both as an act of affirmation of the self, and as an expression of the collective voice of his people. Villanueva's poetry reminds us of the struggle of the Chicano and their right to exist.

In his poems on the migrant experience, Villanueva gives voice to the silent unalterable life of the farm worker. In this life, heat, sweat, and time lock the migrant into a cycle of alienation: "Third generation timetable./ Sweat day-long dripping into open space." ("Day-long Day," Hay otra voz Poems, 38)

The future too is locked into this cycle, the child migrant
 "cries out for milk .../shrivels in November's fever."
 "I too have walked my barrio streets," Shaking off the Dark, 57).

The migrants place their hopes in the education of their children. "Estudia para que no seas burro como nosotros." ("Day-long Day," Hay otra voz Poems, 39). "But here too they are rejected ... indifferent teachers/ who've snickered at my native surname" ("I too have walked my barrio streets" Shaking off the Dark, 55). "Maestros que ni ven, ni oyen, que hay otra voz que quiere hablar." ("Que hay otra voz," Otra voz Poems, 37). Here in the classroom, the child was powerless and forced to listen to the prejudiced views of the teacher: "And beware of the Mexicans .../ They are a great/ deal more treacherous than Indians." (Tino Villanueva "Clase de historia," in Pérez-Erdélyi and Kupferschmid, Casos en la comunidad, Boston, Houghton Mifflin Co., 1985, 120-122).

Other poems of Villanueva recall the barrio, his grandparents, childhood games, tortillas, Chicano dropouts, César Chávez and other Chicano heroes. Villanueva's poetry is an invaluable source for sensitizing students to the pain and social injustice of the Chicano situation.

This theme of social injustice is of great importance also in understanding the reasons for migration of other Hispanic groups, such as the Cubans, Central Americans, Argentines, and Chileans. Writers from these groups are generally concerned with expressing the unique perspective of the exile, and in evoking the anguish caused by the repression and violence in their countries. These themes are very evident in the poetry of Marjorie Agosín, one of the leading Chilean poets living in the United States today.

Agosín's poetry: Chile: gemidos y cantares (Editorial El Observador, Santiago, 1977), Conchalí (Senda Nueva de Ediciones, 1980), Brujas y algo más/Witches and Other Things (Latin American Literary Review, 1984) is an invitation to

live consciously, and is thus, an indictment of repression, be it sexual or political. As a political woman, Agosín manifests her solidarity with women oppressed by their sex, as well as by their economic and political marginality. Agosín visualizes the life of the undocumented poor; of the woman relegated to her conventionally silent role; of the painful existence of the women who have lost their families because of the political situation of Chile.

Far from her beloved Chile, from her muse, she recalls: "Mi país es color de humo/y planchas de carbón." ("Lejos," Brujas y algo más, 84). She tells of the experience of the exiled "...que sólo quiere ver el paisaje/de su tierra." ("Balada del desterrado," Brujas, 82). But this Chile does not belong to the Chileans anymore. Chile today is where people are tortured and disappear: "Los desaparecidos/¿dónde están?/¿Dónde está el Miguel con el pan en los bolsillos?/¿Dónde está la señora Rosa?" ("Los desaparecidos", Brujas, 80). It is the land where letters are returned because the addressee has vanished: "No existe tal nombre/DESAPARECIDO:" ("Mi nación y los sistemas de correo," Brujas, 70). And in neighboring Argentina, the mothers of the disappeared perform their dance of death: "Las locas de la Plaza de Mayo/se acercan/míralas como vuelan las brujas de la verdad." (Marjorie Agosín, "A las locas de la Plaza de Mayo," in Pérez-Erdélyi and Kupferschmid, Casos en la comunidad, Boston: Houghton Mifflin Co., 1985, 228-229).

Without propaganda or sentimentality Villanueva and Agosín^T express the difficult history of their people. Villanueva breaks the silence to which the Chicano has been relegated, and affirms their right to speak: "Speak up, Chicano, and cleanse the dark rage from the soul!" Agosín penetrates the silence of repression vowing "Yo juro apoderarme de la palabra." Through the testimony of the word Villanueva and Agosín are giving form to the history of the silenced.

My concern in this paper has been to expose to you a small range of examples by Hispanic poets written in the context of the broad struggle for social justice in the Hispanic world, which I have found very meaningful in sensitizing students in Spanish for Special Purposes to a better understanding of the Hispanic reality. Students are moved by these writers' efforts to break the silence of years, to reclaim their past. And it is precisely this emotional response, this empathy, which will aid our students the most in working effectively with Hispanic clients and patients.

TEACHING HISPANIC CULTURE TO CRIMINAL JUSTICE
PERSONNEL

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TEACHING HISPANIC CULTURE TO CRIMINAL JUSTICE PERSONNEL

The existence of a significant ethnic population in some areas of the United States poses a peculiar problem for personnel working within the Criminal Justice System. Cultural differences result in the need for new approaches to law enforcement, drug and alcohol rehabilitation, and other related areas. Very often personnel operating in these areas find themselves blocked in their efforts by their inability to establish effective communication with those with whom they work because of a lack of understanding of their values and motivation, created by cultural differences of which they are often not aware. A great deal of frustration and wasted effort and resources often result. If this situation is frustrating for those operating, as it were, on their own turf, one can imagine its effect on the individual alien to American ways. A dramatic example of the problems involved in the legal setting because of cultural differences is the case reported in the Toledo Blade October 13, 1985, under the headline "Courtroom Culture Shock Increases." It is the story of Fumiko Kimura, a Japanese immigrant who tried to commit parent-child suicide by walking into the sea with her two children, both of whom drowned, while she survived. Parent-child suicide, according to the article, is a common occurrence in Japan, where, although illegal, it rarely leads to prosecution of a surviving parent. Mrs. Kimura is charged with first degree

murder, and, if convicted, faces a possible death sentence. Many people have sent letters or made phone calls urging that her cultural background be considered, while prosecuting attorneys argue that a cultural defense does not exist in the United States. However, some courts have accepted this defense. In another case involving a Hmong mountain tribesman who was recently tried for kidnapping and rape in Fresno, California, defense attorneys argued that he had simply followed Hmong tradition in choosing a Hmong woman for his bride and taking her to Los Angeles. It was adduced that the woman's parents had filed charges because of dissatisfaction with the fact that the tribesman had not paid the right price for her. The case was resolved when the judge ordered the man to pay \$1,000 to the woman's family. In still another case, a Laotian man quarrelled with a friend and cut him with a knife. The assailant was charged with assault with a deadly weapon. Yet soon the two families had made up and the offender was planning a traditional forgiveness feast. The families were anxious for the authorities to forget the whole affair, as they had. The man went free.

There are, of course, grave concerns that the cultural defense may be abused. In the case of a Thai man in Los Angeles who allegedly shot at four Laotians, one of whom sat with the sole of his feet bared toward him while he sang in a nightclub, killing one and injuring another, the feeling at the time of the trial was that, although the gesture is

admittedly considered offensive by some Asians, it hardly justified homicide.

Culture shock has a particularly important effect in the case of the less sophisticated, unaccustomed to dealing with other modalities of life. Its result very often is that of withdrawal, with the often inevitable recourse to escaping mechanisms, such as drug and alcohol, or to criminal activities in the face of the inability to find honest work and the financial demands caused by an unbending climate and an acquisitive society where affluence is the standard touted from all directions and by the difference in attitude towards poverty which is part of our culture, where it is accepted that every individual has a right to a certain standard of living. Those individuals who were resigned to a life of meager means in their own country are now confronted with the concept of rights to a better way of life and the realities of an economy which does not support these rights for every individual. These contradictory terms lead to frustration with one's own situation and frequently to a decision to attain those rights by whatever means, and therefore to a life of crime.

Culture shock is aggravated by the pace of life in the United States. As is particularly the case with Hispanics, life moves much more leisurely in their countries, and the work ethic in the United States adds pressures of its own. American attitudes in this respect have been compared to

those of Hispanics by means of the antithesis contained in this dictum: " Americans seem to live in order to work while Hispanics seem to work in order to live." Furthermore, there is a considerable alienation in American society from the point of view of Hispanic customs, which include a great deal of socialization. Hispanics are extremely oriented toward leasurery conversation, while American society seems to value activities over verbal exchanges. A great deal of the amusement of a Hispanic in his own cultural setting is dependent upon those personal exchanges. Society is geared for this and the cultural environment provides sufficient opportunity and accommodations for it to take place. Strolling along certain streets or around central squares, frequent public dances, fairs, and even the market place are regular means of meeting friends and making new ones. The highly compartmentalized way of life in the United States adds to the sense of alienation on the part of the unassimilated Hispanic and leads further to the results already mentioned above.

It was because of awareness of these problems that the Criminal Justice Training and Education Center of Toledo, Ohio, first contacted me to discuss these matters. Toledo has a significant Hispanic population, as is the case with a number of nearby communities. In a great number of cases, individuals involved in legal offenses are totally unaware, or at least partially so, of the different cultural and

legal setting in the United States as compared to those of their own country of origin. In many cases, offenders have very little proficiency in the English language and deal primarily with other Hispanics, facts that prevent them from assimilating American culture. In their dealings with society, they have the same expectations that they have from their society of origin, where often the result of criminal offenses is determined by influential connections, and deviations from the law, especially in the case of minor offenses, are quite often tolerated, and indeed, at times even expected as a way of life.

Out of our conversations, it was decided to offer a series of four workshops at the Center, providing an overview of Hispanic culture and a contrastive analysis with American culture. Participants from different agencies within a five county area of Northwest Ohio attended the workshops. They consisted of workers in the fields of Adult Probation, Health Care and Alcohol and Drug Programs. Interestingly, some of the participants were of Hispanic extraction, which proved to be a great asset in that they were able to provide anecdotal reinforcement and confirmation of the material presented, from their own personal experiences.

The orientation of the workshops was toward the anthropological view of culture. Although a historical perspective and the achievements of Hispanic civilization

were presented, the emphasis was placed on current cultural patterns which would be significant for those dealing with Hispanics in everyday situations, where an understanding of their cultural motivations would help in their approach both to the individual and the circumstances of the case to which they were assigned. Such areas as ethnicity, religion, family relationships, machismo and the female role, time consciousness, attitudes toward the law, philosophy of life, personal space and physical contact were deemed of utmost importance in order to sensitize criminal justice personnel to possible differences in behavioral patterns, ways of thinking and attitudes to their own personal circumstances on the part of the individual or individuals with whom they were working.

Taking advantage of the presence of Hispanics in the workshops, comparisons were established between the views presented and those perceptions held by the Hispanic participants as well as with American cultural patterns in those areas, the latter to bring to the consciousness of all participants the nature of their own attitudes, inasmuch as there is a tendency on the part of those who have not analyzed their own ways of thinking and reacting to feel that there is an ultimate correctness in them, and that any deviation from their norms is aberrant and inherently wrong. This is, of course, one of the most significant causes of prejudice. Very often a person is unaware that the basis for his feelings and reactions in a given situation is

dependent on his cultural upbringing and not really on purely personal attitudes and opinions, that his reaction is a conditioned reflex and not subject to personal choice. A case in point is the doble sexual standard in existence in Hispanic culture, a spinoff of another cultural trait, the attitude of men toward women. Men are allowed almost complete freedom in sexual matters, while women are carefully protected against any sexual transgression. Hispanic attitudes in this matter closely parallel those of Arabic culture, to which society in Spain was exposed for nearly 800 years. Women are a possession of the man. This attitude is, naturally, masked by other relationships, such as those of the family, where father and brothers are the watchdogs of a woman's virtue, and therefore filial concerns are superimposed on this feeling of ownership. This is of course, most noticeable in the lower classes and in rural surroundings, becoming less so with the well-to-do and educated and in city life. Nevertheless, there is a feeling of dishonor in marrying a woman not reputed to be a virgin, and infidelity on the part of a married woman is a serious case that often leads to tragic circumstances. Here again the concept of honor is so powerful that a man often feels compelled to avenge himself through homicide. It is an interesting fact that the majority of crimes in the Hispanic world are crimes of passion.

An important aspect of Hispanic culture, generally neglected, is that of its ethnicity and the social and

economic relationships between the different races. There is a practice, fostered by government officials in this country who find themselves obliged to extend certain protections to the Hispanic, such as in hiring practices, education, etc., to create a racial category in most of their documentation that presents the term Hispanic as opposed to black, white, oriental, etc. This obliteration of racial differentiation has been encouraged by some Hispanics as a means of further protection against discrimination in this country. Among the Hispanics themselves, however, such distinctions remain important and are part of discriminatory feelings, which, although not as vicious as those encountered by some minorities elsewhere, are nevertheless in existence and exert significant influence, working in both directions, with those discriminated against because of race, education or social class at times employing a form of reverse discrimination in their attitude toward those of elite racial, educational or social background. In many instances those attitudes have been carried to this country and constitute a significant part of the internal dynamics of Hispanic groups. Those Hispanics of Indian and black ancestry are often suspicious of their caucasian counterparts, who enjoyed a more prominent advantage in their country of origin, dating back to the time of Spanish colonization, when the positions of prestige in the political as well as the economic life of the Hispanic countries was in the hands of the person born in Spain, and

not even the "criollo" descendant of Spanish nationals had many advantages in those areas, which was one of the main causes of the various movements toward independence. A light complexion and lightcolored eyes are still desirable features, and often a source of pride among the colored races in Hispanic countries.

Up to very recently, this country remained very aloof from the study of foreign languages. Recent awareness of its importance will certainly not bear fruit in a significant manner for a number of years to come. Much too often, people dealing with Hispanics in areas of great importance, such as health and law, are incapable of communicating directly with the person involved in these matters. I have been called upon innumerable times to serve as interpreter for depositions, court appearances, patients at hospitals, etc. Proper progress in those areas has been dependent upon the availability of too few qualified individuals, and their presence has interfered with the direct and natural relationship that leads to the trust so often critical between the parties involved. It is essential that personnel dealing with Hispanics be trained to communicate with the individuals involved in the individual's own language. It is certainly much more efficient and realistic than training all those individuals to communicate in English, however desirable this may be.

To further amplify on these matters, discussions were

held concerning the impact that these differences might have upon the participants' efforts to deal with Hispanics and to resolve conflicts arising from such cultural divergences. Here again, the participants opened up the storehouse of their experiences and shared them with the others. Where there had been failures, efforts were made to come up with approaches that might lead to success in similar future circumstances. Where positive results had been achieved in any specific case, the modus operandi was analyzed to detect possible generalizations or extensions to other cases. The format was kept rather informal and immediate attention was given to personal concerns related to topics under discussion.

Attendance to the workshops was very consistent, with almost all present at all of them, and involvement in the discussions was general. Many questions were raised concerning cases with which the participants were dealing at the time.

A formal evaluation was held at the end of the four workshops and the participants, without exception, indicated that they would strongly recommend this kind of training to others in their field and found it most helpful for their work.

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MEDICAL SPANISH: A FUNCTIONAL APPROACH

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MEDICAL SPANISH: A FUNCTIONAL APPROACH

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Teaching for Functional Proficiency

When one teaches a foreign language for functional proficiency, communicating information becomes vastly more important than using grammatical structures accurately. Anyone who has listened to a five-year child tell a story in halting Spanish or has read a foreigner's letter written in imperfect English can understand the logic of that statement. What people say or write usually carries more weight, in communicative terms, than how well they express themselves.

A functional approach to language teaching begins with knowing how students intend to use the foreign language for specific purposes and in specific situations. For example, most students of Medical Spanish need to greet and meet Hispanic patients. They may also need to obtain medical histories, to inform patients of the results of lab tests or the outcome of an operation, and to reassure recuperating patients as well as their family and friends. Once an instructor knows what students need to communicate, he or she can begin to sequence appropriate grammatical structures and lexical items to fulfill those communicative needs.

Determining Language Functions

Instructors can take the initial step to teaching Medical Spanish functionally by determining the specific language functions that their students must be able to express when communicating with Hispanic patients. The best way to assess students' communicative needs is to prepare and administer a questionnaire which students can complete during their first class meeting. Here are four steps for developing, administering, and analyzing a two-part questionnaire for this purpose.

I. In Part I of the questionnaire, find out some general information about your students. For example, inquire about their former language experience, if any. Ask them about previous and intended travel to Hispanic countries, their medical specialization, career plans, and their reason for enrolling in Medical Spanish. Also, determine which communication skills they deem necessary or useful when working with Hispanics: understanding spoken Spanish, speaking, reading, and writing Spanish. In addition, find out the situations in which your students will

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most likely use the language. And determine how significant to them is understanding the daily Hispanic culture such as common gestures and body language, fears and superstitions, attitudes toward medical personnel, ***machismo***, and ***curanderismo***.

II. In Part II of the questionnaire, develop a set of language categories related to health care. These categories may include, for example, Socializing, Maintaining Closer Relationships, Influencing People's Actions, and Making Judgments. One may also wish to list language functions for specific medical situations such as giving a medical examination. List three to five language functions associated with each category, and write a sample sentence to illustrate each language function. Here are some examples:

Socializing

_____ Meeting and greeting people: "Hello! I'm ..." / "Good morning, José. How are you feeling today?"

_____ Beginning and ending conversations: "Well, I've got to go now. See you tomorrow."

_____ Sharing likes and dislikes: "I like sports a lot, but I don't like boxing."

Maintaining Closer Relationships

_____ Making commitments: "Your physician will be Dr. Roberts, and I'll be your nurse."

_____ Expressing satisfaction and appreciation: "Thanks a lot, Ana. You're such a cooperative patient."

_____ Reassuring others: "Everything's going to be all right, Carlitos. Don't worry. Your family is here with you."

Influencing People's Actions

_____ Expressing wants and preferences: "I need you to fill out this form, sir."

_____ Giving advice, orders, and making suggestions: "You should eat less sweets, Esteban." / "Take a deep breath through your mouth. Now exhale slowly." / "I suggest you come in to see me next month."

_____ Requesting and giving permission: "You may get dressed now, Marta."

Making judgments

_____ Expressing approval and disapproval: "It's okay to eat popcorn, but not chocolate bars."

_____ Expressing opinions and feelings: "You have to stop smoking. It could harm your unborn baby."

_____ Responding to criticism: "I know you've been waiting a while, ma'am, but we operate here on a first-come, first-served basis."

Specific Medical Situations

_____ Taking a medical history

_____ Giving a medical examination

_____ Making appointments with patients

III. Distribute the questionnaire. Ask students to rank the importance of learning how to express the language functions in Spanish within each category. For example, in the sample questionnaire above, students could rank the most important language function as number 1, a less important one as number 2, and the least important of the three as number 3.

IV. Calculate the mean for each language function on the completed questionnaires. The lower the mean of a language function, the more important that function should be taught. The results of this simple research can determine what communicative needs should be included in a student-centered, functionally-based course syllabus.

Some tips and techniques

Once you have determined the desired communicative needs of your students, you can begin preparing and selecting appropriate language exercises and activities to use in your course. These instructional materials can focus on a unifying theme such as serving patients in emergency situations, during physical examinations, when providing pregnancy and postnatal care, and when giving advice on nutrition. The materials should provide students practice in using Spanish in ways that are both realistic and enjoyable. What follows is a series of tips and techniques for teaching students of Medical Spanish. The bibliography at the end of this paper lists additional sources of effective methods for developing functional proficiency.

1. Teach the formulaic expressions, lexical items, grammatical structures, paralinguistics, and cultural information necessary for expressing the language functions that your students ranked highly on their questionnaires. Beginning students should learn formulaic expressions simply as lexical items, rather than analyzing their morphological and syntactic features. For example:

¿Cómo se siente usted? (How do you feel?)
Todo está bien ahora. (Everything's okay now.)
No se preocupe, señora. (Don't worry, ma'am.)

2. Teach **me gustaría** + verb infinitive to express what people would like.

Me gustaría sacar unas radiografías ahora. (I would like to take some X-rays now.)
Me gustaría hablar con usted en mi oficina. (I would like to speak with you in my office.)

3. Teach **favor de (no)** + verb infinitive as an easy way of giving advice to patients:

Favor de quitarse la camisa. (Please take off your shirt.)
Favor de cerrar los ojos. (Please close your eyes.)
Favor de no moverse. (Please don't move.)

4. Beginning students need to learn to express past actions. Unfortunately, authors of beginning-level textbooks of Spanish seldom introduce past tense forms in the initial chapters. Also, most of these texts start with the present tense forms of regular -ar verbs, then proceed to present tense -er and -ir verbs, followed by stem-changing and irregular verbs. Instructors who use a functional approach, however, could teach **acabar de** + verb infinitive, and they could introduce the **yo** and **usted** forms of common Spanish verbs so that students could exchange information about past actions and events. Some examples:

Cecilia acaba de dar a luz a su bebé. ¡Es un niño! (Cecilia has just given birth to her baby. It's a boy!)

Acabo de hablar con el esposo de Cecilia. (I've just talked to Cecilia's husband.)

¿Cuándo tomó Ud. la medicina, señor? (When did you take the medicine, sir?)

Hablé con su médico anoche. (I talked with your doctor last night.)

5. Use Total Physical Response (TPR) activities. Put simply, the instructor gives commands that students act out. Students may also give commands to each other and to their instructor. TPR is an excellent approach to developing listening comprehension skills. It is particularly useful for teaching and practicing action verbs and parts of the body. Examples: **Siéntese, por favor. Abra la boca. Saque la lengua. Diga "ah." Cierre la boca.** (Sit down, please. Open your mouth. Stick out your tongue. Say "ah." Close your mouth.)

6. Use student-centered input with names as responses. This technique is especially useful for teaching vocabulary. Students indicate comprehension by answering with their classmates' names. For example, the instructor says: **Algunos estudiantes aquí tienen pelo rubio. ¿Quiénes son?** (There are some students here who have blond hair. Who are they?) The students point to any blond student in class and says his or her name. The instructor can combine their answers by saying, for example: **Sí, Judy, Paul y Diane tienen pelo rubio.** (Yes, Judy, Paul, and Diane have blond hair.)

7. Use pictures creatively. Select magazine photographs that tell a story. The pictures should relate to a particular theme relevant to your students' communicative needs. Describe the photographs aloud to students in Spanish. Add interesting and humorous anecdotes about the people, places, and things in the pictures to motivate students and to facilitate their listening comprehension. Then determine how well students understood the story by asking yes-no, either-or, and informational questions such as: **¿Es médica Ana? ¿Trabaja Ana en una clínica o en un hospital? ¿Quién es ese señor en la sala de espera y qué quiere? ¿Por qué está esperando José con su mamá?** (Is Ana a doctor? Does Ana work in a clinic or in a hospital? Who is that man in the waiting room and what does he want?) Another technique is to encourage students to speak or write Spanish by having them complete sentences that correspond to the pictures. For example: **En esta foto Ana...** (In this photo, Ana...) Intermediate students could retell the story in their own words. They could also invent their own stories, using the pictures as cues.

8. Use paired interviews. Give students a list of integrated questions dealing with a specific topic related to health care. Then they work in pairs, asking each other the questions. Be sure that only one partner in each pair reads from the list of questions; the other partner should listen and answer, but not necessarily in complete sentences. Here are several sample questions that relate to a giving a medical examination: ¿Cuánto tiempo hace que sufre Ud. dolor en la mano izquierda? Dígame, ¿qué le pasó? Voy a darle una receta. ¿Es usted alérgico(a) a cualquier medicina? (How long have you had pain in your left hand? Tell me, what happened to you? I'm going to give you a prescription. Are you allergic to any medicine?)

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MEDICAL SPANISH

A FUNCTIONAL APPROACH

James M. Hendrickson

Lansing Community College

A functional approach to language teaching is based on one's needs for using a foreign language in specific situations.

Question: What specific tasks should students of Medical Spanish be able to accomplish when serving Hispanic patients?

Answer: Find out by surveying students' communicative needs for using Spanish.

CREATE A QUESTIONNAIRE

Part I: General information about the student

1. Previous language experience
2. Previous and intended travel to Hispanic countries
3. Current profession and career plans
4. Reason for taking this course
5. Most necessary communication skills:

- _____ understanding spoken Spanish
- _____ speaking Spanish
- _____ reading Spanish
- _____ writing Spanish
- _____ understanding Hispanic customs

Part II: List language functions and subcategories related to providing health care. Write a sample sentence to illustrate each language function. Here are some examples:

I. Socializing

_____ Meeting and greeting people: "Hello! I'm....." / "Good morning, José. How are you feeling today?"

_____ Beginning and ending conversations: "Well, I've got to go now. See you tomorrow."

_____ Sharing likes and dislikes: "I like sports a lot, but I don't like football."

II. Maintaining Closer Relationships

_____ Making commitments: "Your physician will be Dr. Roberts, and I'll be your nurse."

_____ Expressing satisfaction and appreciation: "Thank you so much, Ana. You're such a cooperative patient."

_____ Reassuring others: "Everything's going to be all right, Carlitos. Don't worry. Your family is here with you."

III. Influencing People's Actions

_____ Expressing wants and preferences: "I need you to fill out this form, sir."

_____ Giving advice, orders, and making suggestions: "You should eat less sweets." / "Take a deep breath through your mouth. Now exhale slowly." / "I suggest you come in to see me next month."

_____ Requesting and giving permission: "You may get dressed now, Marta."

IV. Making judgments

_____ Expressing approval and disapproval: "It's okay to eat the popcorn, but not the chocolate bar."

_____ Expressing opinions and feelings: "You must stop smoking. It could be harmful to your unborn baby."

_____ Responding to criticism: "I know you've been waiting a while, ma'am, but we operate here on a first-come, first-served basis."

V. Specific Medical Situations

_____ Taking a medical history

_____ Giving a medical examination

_____ Making appointments with patients

DISTRIBUTE THE QUESTIONNAIRE

3

Ask students to rank the importance of learning how to express the language functions by using numbers 1-3. Number 1 represents the most important language function, number 2 is a less important one, and number 3 is the least important of the three.

TALLY THE RESULTS

Tally the numbers and calculate the mean for each language function. The results of this simple research will show what communicative needs are most and least important to your students.

DEVELOP COMMUNICATIVE ACTIVITIES

Select and develop language exercises and activities that help your students communicate with their Hispanic patients. Use the results of your research to guide you. These instructional materials can have an unifying theme such as serving patients in emergency situations, during physical examinations, when providing pregnancy and postnatal care, dental care, and when giving advice on nutrition. The materials should provide practice in using Spanish in ways that are realistic and enjoyable.

TIPS AND TECHNIQUES

1. Teach formulaic expressions, lexical items, grammatical structures, paralinguistics, and cultural information necessary for expressing the language functions that your students ranked highly on their questionnaires.

a. Teach beginning students formulaic expressions which they should learn to use as lexical items.

¿Como se siente usted?

Todo está bien ahora.

No se preocupe, señora.

b. Teach *me gustaría* + verb infinitive to express what people would like.

Me gustaría sacar unas radiografías ahora.

c. Teach *favor de* (no) + verb infinitive for giving advice to patients.

Favor de quitarse la camisa.

Favor de cerrar los ojos.

Favor de no moverse.

2. Beginning students need to learn express past actions. Instructors could teach *acabar de* + verb infinitive, and they could introduce the *yo* and *usted* forms of common Spanish verbs.

Cecilia acaba de dar la luz a su bebé. ¡Es un niño!

Acabo de hablar con el esposo de Cecilia.

¿Cuándo tomó Ud. la medicina, señora?

Hablé con su médico anoche.

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3. **Total Physical Response (TPR) activities.** Put simply, the instructor gives commands that students act out. Students may also give commands to each other and to their instructor. TPR is an excellent approach to developing listening comprehension skills. It is particularly useful for teaching and practicing action verbs and parts of the body. Examples: **Siéntese, por favor. Abra la boca. Diga "ah." Otra vez. Cierre la boca.**

4. **Student-centered input with names as responses.** Students indicate comprehension by answering with their classmates' names. For example, the instructor says: **Hay algunos estudiantes aquí que tienen pelo rubio. ¿Quiénes son?** The students point to any blond student in class and says his or her name. The instructor can combine the answers by saying, for example, **Sí, Judy, Paul y Diane tienen pelo rubio.** This technique is especially useful for teaching vocabulary.

5. **Using pictures.** Select magazine photographs that tell a story. The pictures should relate to a particular theme relevant to your students' communicative needs. Describe the photographs aloud to students in Spanish. Add interesting and humorous anecdotes about the people, places, and things in the pictures to motivate students and to facilitate their listening comprehension. Then determine how well students understood the story by asking yes-no, either-or, and informational questions such as: **¿Es médica Ana? ¿Trabaja Ana en una clínica o en un hospital? ¿Quién es el niño que está esperando con su mamá en la clínica? ¿Por qué está esperando José con su mamá?** Another technique is to encourage students to speak or write Spanish by having them complete sentences that correspond to the pictures. Example: **En esta foto Ana...** Intermediate students could retell the story in their own words. They could also invent their own stories, using the pictures as cues.

6. **Paired interviews.** Give students a list of integrated questions on a specific topic related to their work as providers of health care. Students work in pairs, asking each other the questions. Be sure that only one partner in each pair reads from the list of questions; the other partner should listen and answer, not necessarily in complete sentences. Some sample questions relating to a medical examination: **¿Cuánto tiempo hace que sufre Ud. dolor en la mano izquierda? Dígame, ¿qué le pasó? Voy a darle medicina para la mano. ¿Tiene usted alergias a cualquier medicina?**

7. There are hundreds of other language learning activities available for encouraging students to use Spanish communicatively. Please refer to the books and articles in the bibliography. Most of these activities can be adapted for students of Medical Spanish.

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TEACHING PRACTICAL WRITING SKILLS TO HISPANIC STUDENTS

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TEACHING PRACTICAL WRITING SKILLS TO HISPANIC STUDENTS

by Professors Emilia Borsi and Ray M. Fogg

Hispanics in increasing numbers are registering in community colleges. They are looking for career programs which will allow them to become economically self sufficient. At C.U.N.Y. they make up 20.9% of all new students. But what has been their record of success? While statistics are not available there is strong evidence to support the belief that Hispanics have less chance of graduating than the general population.

The reasons are many and as varied as is the profile of the Hispanic population. However, limited language skills, more often than not, represent the major obstacle to their academic success.

STUDENT RETENTION

What can the colleges do to retain Hispanic students whose increasing numbers can no longer be ignored?

Our community college, Borough of Manhattan Community College, is fairly typical of community colleges across the country in that there has been a shift from liberal arts to vocational education. Along with this trend an increasing number of Hispanics have been admitted. Additionally, the Hispanic population wishes to retain its own culture and identity while being mainstreamed in America.

But once in college, what are their options? The major portion of those tested are told to register in ESL, reading and remedial mathematics. Colleges today lack the finances to accommodate all the students who need remedial work. As a result, Hispanic students register in courses that they cannot cope with and drop out. Remedial programs such as Title III, College Discovery and Seek have produced no dramatic changes.

Our concern for this situation made us rethink the approach of solving the language problem and the way in which the skills of foreign language teachers fluent in English and Spanish could be used to help bilingual students.

In 1982 we developed a program in Practical Writing Skills for bilingual students funded by Vocational Education Amendments of 1976, New York State Education Department. A previous four year VEA award "Language Skills for Bilingual Vocational Students", helped us to develop a method of teaching Hispanic students how to improve their writing.

Our aim is to improve writing skills through source materials that have a practical orientation. We have taken into account the fact that the majority of Hispanic students choose to go into two-year vocational programs such as office management, data processing, accounting and business management.

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Fifty students with profiles similar to the following are selected to participate in the program.

Salvador Acosta, Hispanic, arrived in USA at age 12, speaks English, household Spanish, is placed in remedial English and Mathematics.

Iris Colón, Hispanic, arrived in USA two years ago, fluent in Spanish, minimal English, is placed in English as a Second Language. No content credit bearing courses permitted.

Angel Santiago, American, born in the Bronx of Hispanic parents, raised in the ghetto, product of city public schools, speaks English, street Spanish, has limited communication skills, writing, reading, is placed in remedial everything.

What are the chances for academic success of these students who represent the range of Hispanic students? We try to develop and ultimately channel them into a career of their choice.

These students have in common that they cannot register and/or complete a college level course in whatever curriculum they choose, have limited writing skills in both Spanish and English and are extremely weak in even the most elementary general knowledge.

THE METHOD

The main features of the method are that:

1. The student reads and analyzes both orally and in writing current periodicals in both Spanish and English.
2. The student meets with other Hispanics in successful careers.
3. The student has available a Hispanic tutor.

The distinguishing feature of the method involves a big dose of reading articles in current periodicals such as The Wall Street Journal, The New York Times, Business Week and Hombre de Mundo, a Spanish periodical on current events. At the beginning, Spanish articles are read out loud to improve comprehension, correct reading of punctuation marks, clarify vocabulary and inform.

The next step is to analyze the parts of the article as a whole and together work out a summary on the blackboard. As the students practice they gain confidence and are able to go home and do summaries of very short Spanish articles, to pinpoint themes and underline main ideas. They average three summaries per week.

Samples of articles from periodicals have included the following subjects: profiles of international entrepreneurs and scientists, Japanese, Mexican and Chinese industrial development and problems, state of the art high technology, etc. The brevity of the articles, the variety of subjects, the immediacy of the information stimulates and motivates the students. At this stage the students are both reading and writing in Spanish on a limited but constructive basis.

These students are also registered in the departments of Developmental Skills (ESL and Reading) and English. Both departments have urged that all other departments help them in their gargantuan task of teaching students basic English reading and writing skills. However, it seems sensible to learn grammatical skills in their first language while transferring the skills to the second language. In this way the students receive a double dose of practice. If students can pick out themes, understand what they read, and organize material in their own language, then they can do it also in English.

The next step is to assign an article to be read and summarized in a 50-55 minute class. The purpose of this activity is to prepare the students for accomplishing successful essay type questions and examinations that they will write in future content courses and to help them work under time pressure as many are not accustomed to meeting deadlines.

At first students find this a formidable task but eventually it becomes routine for the majority of students.

As the semester progresses English articles are introduced using the same approach; that is, students read out loud in class, analyze together then summarize at home and finally write pieces in class which are handed in for evaluations. In this way the students first hone their reading and writing skills in Spanish and then apply those skills to English reading and writing.

A second distinguishing feature of this method which is essential to the success of the course are visits by Hispanic members of the business world who are living proof of realized aspirations. For students who do not come from a milieu where the written word has meaning, this feature is indispensable both as a role model and an effective "second opinion" to the teacher. Hispanic speakers from airlines, insurance companies, television, advertising etc., all reinforce the need for good writing, speedy reading skills to maintain and advance in the job world.

A third distinguishing feature is the use of a Spanish-English tutor who is available to students twenty five hours per week. The tutor corrects assignments with them, either one to one or in small groups and also deals with specific problem areas in writing.

The tutor is a liaison working with both the students and the instructors. The tutor is apprised of course content, methodology, assignments and tests. We chose a Hispanic tutor whom the students would like to emulate, an accomplished individual - fluent in both English and Spanish, a working parent, and a writer with a promising career.

A Spanish writing manual is required reading for the students. It introduces students to the characteristics of the main writing styles; narrative, descriptive, journalistic, etc.

At Borough of Manhattan Community College we have found that this course unlike the traditional Spanish courses offered in foreign language departments, which use a traditional grammatical approach, better meets the needs of Hispanic adults who must learn to write but only have a sixth or seventh grade reading level and are planning a career in the business world.

These students need to harness their knowledge - limited as it may be. They must learn practical writing. They must be prepared to write for their college courses while they are gaining greater command of English in the ESL and Reading courses. This transitional program is comparable to Freshman English Composition where English speaking students learn to strengthen their skills for their college level courses.

In our course, Hispanic students are doing the same thing in Spanish. They then transfer these skills to English.

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Therefore, this approach represents one for adults who cannot grasp a new language as quickly as a child and must enter the job market as quickly as possible. The course is designed to give adult students a feeling of accomplishment by using their own language and experience while learning to organize and express their ideas on paper. When the course is taken in conjunction with ESL and Reading it produces even more positive results.

NEED FOR LITERACY

Who is in a better position to serve this population than foreign language teachers?

A recent study "Make Something Happen", sponsored by the Hispanic Policy Development Project, a nonprofit citizens group based in Washington urges hiring more Spanish speaking teachers.¹ Although the study addresses the needs of secondary education the same applies to community college level. In many colleges foreign language teachers are restricted to teaching traditional grammatical courses designed for non-Hispanic Students. The talents of the foreign language teachers are not being used constructively.

¹Alarcón, Daniel, Hispanic Students' Education Problems Under Examination, Tampa Tribune, Dec. 13, 1984, Page 2B.

Other recent popular references as well as scholarly journals recognize the need to provide relevant, practical, to the point education for Hispanics. For example, the Wall Street Journal, November 30, 1983⁽¹⁾ cited Bilingual Projects in McAllen, Texas and the advantages of immersion of Hispanic students at early levels of schooling as one approach.

An article under Social Issues, in Business Week, April 17, 1984, "How Business is Joining the Fight Against Functional Illiteracy"⁽²⁾ cites that "56% of the Hispanic (17 years old) are rated as functionally illiterate because reading is irrelevant to their out-of-school lives". Business is so concerned that they are setting up volunteer and corporate funded reading courses throughout the country, according to the article.

CONCLUSION

We are advocating that Hispanic students learn English as quickly as possible, but use the resources of Hispanic students and be sensitive to their needs by adopting a practical transitional approach at the college level. Further, use the resources of foreign language teachers already available on campus.

(1) Schorr, Burt "Grade-School Project Helps Hispanic Pupils Learn English Quickly", Wall Street Journal - November 30, 1983, Page 1.

(2) Business Week, "How Business is Joining the Fight Against Functional Illiteracy", Page 96.

Our practical writing skills method or something similar must be included in the college curriculum to correct the attrition rate of Hispanic students to allow them to pursue their studies and to ultimately achieve their career goals.

Educators and their many studies skirt around the bilingual issue because they are afraid to confront the critics who say "Let them learn English the way our grandparents did". A solid background in their first language was how our grandparents learned a second language.

PROCEEDINGS OF THE FIFTH ANNUAL
EASTERN MICHIGAN UNIVERSITY CONFERENCE
ON
LANGUAGES FOR BUSINESS AND THE PROFESSIONS

PART III:
FRENCH FOR BUSINESS AND THE PROFESSIONS

FRENCH FOR BUSINESS: AIMS AND EXERCISES IN A EUROPEAN
BUSINESS STUDIES DEGREE

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INTRODUCTION - BACKGROUND TO THE DEGREE COURSE

This paper is based on the experience of teaching a degree course in European Business Studies with French as a key discipline, in the University of Ulster in Northern Ireland. For those of you unfamiliar with the academic geography of Ireland, I should explain that the University of Ulster is a multicampus University with a number of sites in different locations in Northern Ireland. The campus on which I work (Jordanstown) is just outside Belfast.

This situation has implications, on different levels, for the creation of degree courses that include modern languages. It means, first of all, that although not very close to France in European terms, our students can still reach the country, with relative ease, several times in the course of their degree programme. Another factor to be taken into consideration is the economic status of Northern Ireland as a rather depressed area. Exports to Europe, and indeed elsewhere, have come to assume increased importance as a means of boosting trade. Students know that if employed on home territory, trade and marketing will, in all likelihood, be central to their firm as to the local economy in general. Given the present commercial climate, the fact has also to be faced that possibilities of employment in the country are scant and our graduates may well have to emigrate to find a job. Bearing in mind this background, we have to ensure that students acquire both the capacity

to engage in export trade and, in addition, a high degree of personal mobility and while these are qualities that may be vital to the Northern Irish, they are also not unimportant to other communities. We, therefore, determined to devise a degree programme that would give students an intensive training in Business together with a thorough knowledge of one modern European language. We started with French and worked with the University of Caen in Normandy in order to create a joint programme. Students in our two institutions cover essentially the same ground and study together for two years: this means that, if they successfully complete all the exams, they are eligible to receive not only a BA Hons from Ulster but also a diplôme qualification from Caen.

STRUCTURE OF THE DEGREE

What is the form of this degree? Like most language degrees in the United Kingdom and Ireland, it lasts for four years and this is the case for both the students in Ulster and for those in Caen. The students who enter have a good level of French, one that would also gain them entrance to an Honours degree course in French. The first two years are spent by the students in their home institutions, Caen or Ulster, acquiring the foundations for further study. In this period some contact is made with the partner University through a short summer school held there. For Irish students, this takes place in Caen in the September immediately before Year II, while for the French students, there is a course in Ulster in the September preceding Year III. For the most part, however, students study separately in these two years. In Years III and IV, the French and Irish students come together to study as a total group and follow the same programme partly in Ulster and partly in Caen. The first three months of Year III (September-December) are spent in work placement in Ireland. After this all the students undertake academic study in Caen University. Year IV is a mirror image of Year III,

reversing this sequence. The first three months are spent by all students in work placement in France and for the remainder of the year they study together in Ulster (see also course diagram included at the end of this paper).

Within the programme, the students take a range of Business Studies disciplines with an emphasis on marketing, in addition to studying French in each year of the degree. I should add that we now offer the possibility of taking German rather than French on this degree and hope soon to offer a Spanish option as well.

AIMS OF THE LANGUAGE STUDY WITHIN THE DEGREE COURSE

Having set the general scene, it is now time to turn to the aims of French itself within the degree. To a large extent, the economic background of Northern Ireland, the business and marketing emphasis of other areas of the course and the overall degree structure determine the aims of language study. At the conclusion of their course, students should be able to conduct business through the medium of French in either an English speaking or a French environment. Their skills in French must, therefore, be slanted towards the world of work and the practical tasks undertaken in business. Should this seem too distant a goal, there is also a shorter term aim. As we have seen, students study in France in the third year of the programme and, at the beginning of the fourth year, they will work in a French business placement. These long term and short term aims are not in any sense exclusive but overlap quite considerably. Similar skills are required for success in an industrial placement to those that are necessary in the world of work. Survival in France also implies at least some linguistic attributes akin to those required to stay the pace in a French University.

LANGUAGE STUDY ON THIS COURSE

Traditionally in the United Kingdom and Ireland, language work on degrees was heavily biased towards translation into and out of the language with the odd essay thrown in for good measure. This pattern, under the influence of communicative approaches to language teaching, has been on the wane for some years now and a wider range of properly programmed work is normally found. It was clear that, as well as reflecting the business orientation of the student, language work should draw on good practice elsewhere in respect of communicative methods and structured presentation.

In devising a study pattern and range of exercises for the European Business Studies students, we had in mind the skills needed to implement our main short and long term aims - in other words, the skills we try to foster are those required for study in a French University and survival in a French environment on the one hand, and the skills required by linguists active in business on the other.

I shall consider first the skills that link to the period in France and start by focusing my remarks on study in a French University. To survive successfully in this environment, students must, most basically, be able to understand lectures in French; that is they must be able to listen intelligently to sustained pieces of spoken French. Secondly, they will need to be able to read text book and journal material on business affairs in French. Thirdly, they will have to write essays and other exercises on business in French. And fourthly, they will frequently have occasion to speak in French in seminars, to lecturers and, on a more social level, to their French counterparts. These are, in effect, the basic skills of understanding, reading, writing and speaking, but with a particular slant.

Turning now to another part of the time spent abroad, that is the placement in a commercial or industrial environment, it transpires that the language skills required for survival in this setting are not fundamentally dissimilar to those required for University study. Understanding, this time of shorter, more conversational or professional French is crucial. Spoken communication is obviously vital. There may, too, be some need to read material in the target language and perhaps write, in the foreign language, short letters, memos or reports.

It is in the first and second years that we seek to improve (although not to the total exclusion of other aspects of French) these skills which the student will require in Year III and the first term of Year IV. Year IV is then seen as a time for refining and polishing competence already gained as well as looking forward more fully to the demands of employment. For these reasons my paper will concentrate mainly on language work undertaken in the initial two years of the programme.

I want now to consider what these skills imply in terms of the practicalities of language teaching and the types of activity that may be undertaken to extend the students' competence in the relevant areas.

I shall look first at the understanding of spoken French which was seen as fundamental to survival in France. Although our students have a reasonable level of achievement when they reach us and have been given some training in aural comprehension at secondary level, they are not sufficiently competent at listening to sustained pieces of authentic French to follow lectures in the language. We, therefore, undertake a series of audio comprehension exercises which, in first year, we try to slant towards realistic discussions on contemporary or business topics. The material for these may be taken from French radio or TV (we are fortunate in being able to receive satellite

TV). Other exercises have been created on the basis of interviews conducted by members of staff in France or specifically devised discussions recorded by the native speaking French assistants. In second year there is a preponderance of more extended talks, anticipating lectures in the foreign language. We make up a number of written or oral exercises to accompany these texts. Remembering the fact that note-taking from the spoken word will be important to our students, we often use exercises where students are obliged to give written answers or reactions to the tape studied.

I should like to turn now to reading. Before coming to University, our students' training in reading extended pieces of French is largely confined to literary texts, generally short novels or plays, studied in some depth from a literary and linguistic point of view. Students find modern journalistic prose from, say, Le Monde or L'Express difficult and have to gain practice in dealing with this type of material. In questionnaires, first year students have judged authentic newspaper or textbook French as 'challenging', if not sometimes overtaxing. We work largely on dossier material compiled in-house and containing newspaper articles and extracts from textbooks on set themes relating to contemporary life and business in France and Europe. In relation to these dossiers, which may include taped material, we ask students to undertake what we call information gathering exercises (in reality a type of comprehension exercise). A business situation is described and students are asked questions linked to it. The answers may, of course, be found in the texts in the dossier, some, but not all of which, will have been studied in class. One of the aims is to force reluctant students into additional reading.

It should now be clear that writing is viewed by us as a skill connected to the other skills and exercised in connection with them. In addition

to the above exercises, students are, of course, given extended written assignments of one type or another: essays on a general issue or a piece on a business problem, for instance. Again these will be linked to the dossiers or a wider spread of reading. Finally, the skill of speaking must be mentioned. The course includes discussion exercises where students have the opportunity to debate topical issues with native speakers and staff and receive some training in the formulation of argument and the expression of opinion. On a very practical level, students also undertake role play relating to everyday and educational experiences in France (examples of this type of work include opening a bank account, dealing with accommodation, approaching members of staff for advice on study).

Having outlined ways in which our students are helped to acquire language skills necessary for survival in France, I wish to move on now to the other half of the language aims: the attempt to impart those skills essential in industry and commerce. As already suggested, there is obviously some overlap with the exercises just discussed but in this part of my paper I shall try to concentrate on new areas.

In this connection, it is necessary to start off by asking what skills are actually required by linguists working in industry and commerce.

There has been in the United Kingdom a relatively small number of conferences and reports on the language needs of industry.¹ Perhaps the most useful is a survey on Foreign Languages in Industry and Commerce undertaken by three researchers (Emmans, Hawkins and Westoby)² for the Language Teaching Centre, University of York. This work was first published in 1974 but its conclusions are still relevant. Those surveyed were graduates but

not necessarily language graduates as the aim was to evaluate the range of languages and skills currently being used in industry. On two separate surveys, the authors found that the three most important skills were reading, translation into English and conversation. Reading came first in both cases; translation into English was second on one survey, third on the other; conversation (which presumably includes business discussion and negotiation) was likewise second on one survey, third on the other. Other skills which figure were writing in the target language, interpreting, translation into the foreign language. Secretarial skills, which no doubt imply telephoning and letter writing as well as shorthand/typing, were also mentioned.

This was the main survey which we used in creating our pattern of language study. I should, however, mention two recent, if somewhat more restricted, pieces of work. A survey of the language needs of firms in the North East of England was undertaken by staff at Newcastle Polytechnic, the results of which were published in 1985. Again, an investigation of foreign language skills used in industry put reading in first place (other activities are defined differently and do not come in quite the same order as in the York survey).³ Also published in 1985 was Linda Hantrais' survey of the careers of graduates of Aston University in Birmingham, England, who had taken either a modern languages degree or a modern language with Business Administration.⁴ The skill areas are set out differently again by her and divided by language. The interesting aspect of her research is that it points to a larger role being played by aural and oral skills, although writing and reading tasks still retain very considerable importance. Also relevant is the fact that she found that "translation was, after telephoning and telex and message reading, the most frequently quoted task and that spanning the widest range of languages".⁵

These surveys, thus, highlight certain of the skills already discussed (reading, conversation of a general nature) which need not be further considered. One heartening signal for traditionalists is the prominence given to translation by both the York Survey and Dr Hantrais' research. Our course does not neglect translation (both ways) as we remain convinced that, despite its current unpopularity, it is a highly relevant vocational tool as well as a linguistic exercise of value.

Other exercises in this category of skills relating to the professional world do, however, owe more to modern communicative influences, are modelled on specific business tasks and cover a range of functional activities. The most rudimentary activities here include business letters and telephone assignments. At a somewhat more challenging level, there are multiskill exercises which make extensive use of role play in mock business situations. These are either devised by ourselves or based on some of the very useful publications now available in the United Kingdom (Export Marketing French; Business Situations French; Business Case Studies).⁶ I take as an example here an exercise compiled by a colleague, in the course of which groups of students have to work on a number of tasks relating to an export situation (for instance, an Irish firm wishing to export a product to the Normandy region). Each student is given a role and there are a defined number of scenes to be played relating to the different stages of market research and negotiation. The students work out how they will present a particular situation and then they televise it. Afterwards it is marked and played back. We find that students enjoy this type of exercise. They are motivated to do some research about France and they learn to interact with others and speak about business topics in French.⁷

ORGANISATION OF MATERIAL AND LINKAGES WITH OTHER AREAS OF THE COURSE

As you can see, our degree has a strong focus on business and contemporary France. Where possible, as has been mentioned en passant, we try to group our language work into topics. Year I, for instance, covers a range of themes that introduce modern French life and the business world in France. This introduction to modern France offers not only essential background but relates to a more theoretical course of lectures and seminars on France today. There are links, too, with the more specifically business areas of the course. In Year II, the language work highlights first of all France and Europe, connecting with a series of lectures on European Institutions and the European Business Community. There is also material on Marketing and Publicity reflecting the importance of that aspect within the course as a whole. There are thus significant relationships between language work and the other areas of the course. One of the problems in fostering such links is that language staff are not necessarily qualified in business. We have tried to overcome this to some extent by encouraging staff to undertake a part-time Diploma in Marketing. This course has been successfully completed by members of staff in both French and German, giving those concerned a reasonable knowledge of business practice and the nature and problems of marketing. (Another solution, which we did not adopt, is to employ native speakers of the language qualified in a business discipline.)

While there should certainly be very close links between language and the other areas of the course, it is probably better that an element of separation should remain between the two rather than aiming at total integration, which some might see as an ideal. Students must reflect on the language they learn, on its nature and purpose. In fact, they need to be taught so that they achieve an awareness of the structure of language or, as one commentator (Lodge) has put it, students should "emerge with a knowledge

of language as a system".⁸ For our purposes, this means constantly drawing attention to aspects of linguistic structure and usage in the course of other exercises. We did not feel it appropriate in this degree course to have hours specifically devoted to "grammar" or "linguistics".

CONCLUDING REMARKS

In conclusion, is the type of language taught on this course satisfactory or, at least, reasonably so? To be human is of necessity to be imperfect, but there are some signs of success. The course is one of the most popular in the University with a high number of applicants. Anonymous questionnaires to students have elicited praise for the contemporary focus of the language work and its stress on modern issues; "the change of topics to current affairs makes the course more interesting than school", said one first year student. The professional and vocational elements too aroused enthusiasm among students, including not only the extended business situations but also what some people might consider the rather dry tasks of business letters and telephone conversations. Students are motivated by subjects that seem personally interesting, are concerned with modern life and which have career relevance. And motivation is important; one thinks, for instance, of Hymes who speaks of "the role of non-cognitive factors such as motivation in the determination of competence".⁹

From the point of view of staff, the level of linguistic attainment on the course is at least as high as, if not higher than, that of students on a more traditional degree in our University.

So we may perhaps conclude that students are being offered an interesting educational experience and learning useful skills. Those staff concerned in the development of the course have been convinced of the value of devising language programmes that take account of students' professional aims and

the use of language in the world of work. Such programmes can have real academic merit and attract able and eager candidates.

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Footnotes

- 1 See, for instance, Christine Wilding, Languages, Education and Industry: a summary of reports and conferences (Birmingham: Aston University, Modern Languages Club, 1980). See also First International Colloquium on Language and Internationalizing Business Studies, Colloquium Proceedings, 5-6 July 1985 (Lyon: Ecole Supérieure de Commerce de Lyon, 1985).

- 2 K.Emmans, E.Hawkins, A.Westoby, The Use of Foreign Languages in the Private Sector of Industry and Commerce, 3rd ed. (York: Language Teaching Centre, Univ. of York, 1976).

- 3 Stephen Hagan, "Trading in Other Tongues," Times Higher Education Supplement, 10 May 1985, p.16.

- 4 Linda Hantrais, Using Languages in a Career (Birmingham: Aston University, Modern Languages Club, 1985).

- 5 Hantrais, p.25.

- 6 A.M.F.Nuss, Export Marketing French (London: Longman, 1979), Andrew Castley and Tom Wight, Business Situations French (London: Longman, 1982), Roderick Paton, Business Case Studies French (London: Longman, 1980).

- 7 Such exercises draw on some of the pioneering work on video exercises undertaken by R.Crawshaw of the University of Lancaster. See, for instance, R.Crawshaw, "The Evaluation of Oral/Aural Skills within the BA Finals Examination, Analysis and Interim Proposals," Bradford Occasional Papers,

- No. 5 (1984) pp.43-63, also published in Oral Skills in the Modern Languages Degree, eds.G.Doble and B. T. Griffiths (London: CILT, 1985, pp. 122-136) and "The Exploitation of the Media and the Changing Role of the Foreign Language Teacher," First International Colloquium on Language and Internationalizing Business Studies.
- 8 A. Lodge, "What are we doing in Modern Languages Today?", Bradford Occasional Papers, No. 5, p. 13, (also published in Oral Skills in the Modern Languages Degree, pp. 10-28).
- 9 D. H. Hymes, "On Communicative Competence," in Sociolinguistics, eds. J. B. Pride and Janet Holmes (London: Penguin, 1976) p.283.

COURSE STRUCTURE

OCT	YEAR I • UNIVERSITY OF ULSTER	DEUG I UNIVERSITY OF CAEN	YEAR I
JUNE			
	SUMMER SCHOOL - FRANCE (3 WEEKS)		
OCT	YEAR II UNIVERSITY OF ULSTER	DEUG II UNIVERSITY OF CAEN	YEAR II
JUNE			
SEPT	SUMMER SCHOOL - NORTHERN IRELAND (3 WEEKS)		
OCT	WORK EXPERIENCE - NORTHERN IRELAND (12 WEEKS)		
DEC			
	YEAR III		
JAN	ACADEMIC STUDY UNIVERSITY OF CAEN (20 WEEKS)		
JUNE			
OCT	WORK EXPERIENCE - FRANCE (12 WEEKS)		
DEC			
	YEAR IV		
JAN	ACADEMIC STUDY UNIVERSITY OF ULSTER (20 WEEKS)		
JUNE			

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COMMERCIAL FRENCH IN A LIBERAL ARTS SETTING

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Commercial French in a Liberal Arts Setting

-Jayne ABRATE

The size and liberal arts philosophy of a small university like Drury College have made it an ideal place to develop and experiment with a commercial French course. With approximately 20 French majors and minors out of a student body of 1000 and a strong business program, we have been able to attract a sufficient number of capable, motivated students to support a yearly commercial French course. Although slightly more than half of those enrolled in the class have a combined business-French major, the others come from a wide variety of disciplines. Adapting such a course to meet such diverse needs often requires broadening the scope of the material to reach students other than those interested purely in business use of the language. Each semester advanced French students at Drury College may choose between a language or culture course and a literature course. Commercial French, considered a cultural component, introduces students to basic structures, services, and customs of French society as related to commerce. Course development and instruction focus on three priorities: first of all, that the course be practical in nature, imparting useful information to those who might one day use their linguistic ability to represent a company or simply as tourists; secondly, that it be situation oriented, providing knowledge and skills appropriate to everyday situations for the traveler or business person; and, finally, that it include

instruction in correspondence and translation. The following furnishes a brief overview of the basic elements of this course and how they might be adapted to other institutional settings and pedagogical goals.

For most of our students, Commercial French constitutes their first exposure to upper-division French work. Therefore, the level of instruction remains rather rudimentary, for students must not only make the transition from a structured intermediate program to more independent work but must also absorb the peculiarities of French business language and structure. The necessary assimilation of vocabulary and objective concepts aids this transition, allowing more abstract analysis and applications in the second half of the semester. The bulk of the syllabus¹ provides for reading and discussion of general articles on social and governmental organization (banks, legislature, communication services, the legal system), supplemented by conversation and writing activities. At the advanced level, with similar content, students delve more deeply into business transactions, policies, and law. The textbooks, Français commercial: Théorie et correspondance by Denise Guback for the first course and Commercial French by Patricia W. Cummins at the advanced level, have proved quite successful.² Weekly lesson plans cover the following activities: contextual listening comprehension and speaking, cul-

¹See Appendix 1 for a sample syllabus.

²See attached bibliography for other texts. Those marked with an asterisk would be particularly appropriate in a commercial French course such as the one discussed here.

tural readings and discussion, translation, and formal correspondence.

While listening comprehension and speaking practice are integral parts of any course conducted in the target language, special attention is given here to conversational skills that might be useful in specific face-to-face situations or on the telephone--checking into a hotel, making airline reservations, renting a car, or making an appointment with a company. An effective technique for developing such skills is the dialogue. It provides a context for learning vocabulary and cultural etiquette and appears frequently in business French texts, culture texts, or can be readily created by an instructor. Scripts containing useful terms and idiomatic expressions are distributed or placed on reserve in the library or pre-recorded conversations are placed in the language laboratory where the students listen without the printed text as an aural comprehension exercise.³ Following in-class or lab practice, class members, grouped in pairs, create and perform or record their own versions based on a similar task. If a native speaker-lab assistant is available, an assignment might include recording an impromptu "telephone" conversation in the language laboratory. In such a way, the difficulties inherent in telephone conversations can be simulated by dealing with a native speaker, eliminating visual contact, and using advantag-

³Such dialogues are contained in the series Le Français des hommes d'affaires, Le Français de la banque, Le Français du secrétariat commercial, Le Français de l'hôtellerie et du tourisme, and Le Français des relations internationales, the Cummins' text presents the material in dialogue form.

ously the mechanical distortion of the sound equipment. This sort of activity adapts to any level of difficulty and can include vocabulary ranging from food terms used to order in a restaurant to technical business terms such as invoice, shipment, and freight costs used to place an order. In addition, each class begins with a dictée taken from that day's reading or using important terminology. Listening and speaking practice occupy approximately one quarter of class time.

The majority of one bi-weekly class period is devoted to reading and discussion of the material contained in each chapter, the focus of which is primarily cultural. We consider, by comparison to America, how the average Frenchman functions in a consumer society. Through readings and the observations of those who have visited France, commonplace phenomena--types of stores: grandes surfaces, supermarchés, grands magasins or expressions: service compris, société anonyme, commander, la TVA--can reveal obvious differences between the two societies. Thus, discussion centers on what such concepts signify and what counterparts they have in our culture or why none exists. Depending on the expertise of business students in the class, we are sometimes forced to revert to English in explaining, for example, technical terms and various types of organizational structures--société à responsabilité limitée, société civile, bilan--which either do not have American equivalents or with which the majority of students are unfamiliar even in English. In so far as possible, however, explanation and discussion are carried out in French. For college-level courses,

several excellent business French textbooks have now been published, but even in a high school class, articles can be simplified, edited, or created by the instructor to accomodate the ability of the learners.

In addition to textbook readings, students must prepare a weekly resume of an article in L'Express or L'Expansion. (Copies of the articles are also submitted.) Such an assignment allows each class member to pursue his or her own interests while keeping abreast of current events. The business majors tend to prefer L'Expansion and items related to the economy or international trade. Using L'Express, on the other hand, allows a pre-med major to focus on medical research, a theatre buff to learn about theatrical terminology from a play review, or a psychology student to chose a piece on the role of women in French society. The resumes are collected and graded for comprehension but not grammar, and the students are periodically required to give an oral resume of what they have read. When the content truly interests them, students are overwhelmingly willing to struggle through difficult texts. As the term progresses, students comment more and more regularly on how an article they have previously read relates directly to the material under study.

Short films and realia are utilized for nearly every class period, providing concrete examples of the situations and tools studied. Well-chosen films dealing with small businesses and typically French industries or videotapes of French commercials supplement and reinforce the organizational and publicity concepts

discussed in class." Popular realia include un livret de famille, une carte d'identité, driver's license, checks, bank statements, phone and electric bills, stamps, and money. Forms and documents contain examples used in context of terminology presented in the textbook. Address formats and giving directions can be practiced with maps. Trip itineraries may be developed from train and airline schedules and hotel information. An exercise that may even serve as a major project incorporates practical considerations, culture and geography, and letter writing. Each student is given a Michelin guide for a different region of France and two city maps from that region. They are then instructed to plan a ten-day visit, from arrival in Paris with a maximum stay of two days, followed by a visit to at least two regional cities and departure from another European capital. A Paris map, Thomas Cook International Train Timetable, and restaurant guide for France are placed on reserve in the library. Students must account for every movement on the trip, using both train and bus transportation, choosing hotels and restaurants and sightseeing activities. Accompanying their final itinerary must be the appropriate letters--requesting hotel and/or car reservations and bus schedules from the tourist office, as well as a financial accounting of their expenses in francs.

Magazines, old French issues or even English ones, and excerpts from the French yellow pages provide countless examples

"Many excellent films are available through FACSEA, 972 Fifth Avenue, New York, NY 10021.

of publicity and terminology.² Reports, documentation, brochures, and slides are available from French governmental agencies such as the RATP, SNCF, PTT, Banque de France, and syndicats d'initiative. If time and class size permit, a French version of Monopoly can be played, allowing conversation practice as well as use of technical terminology--hypothèque, impôts sur le revenu, loyer, terrain, rembourser, police d'assurance, emprunt, prêt. The possibilities for complementary activities are endless and serve to support the practical, situation-oriented focus of the course.

While the effectiveness of translation exercises in fostering communication may be debated, they should comprise an important element of a commercial foreign language course. For many working in a company with international ties, translation is often the task the employee with second language skills is called upon to perform. Therefore, some instruction in how to translate and the pitfalls to avoid serves a practical purpose. Once students have acquired a familiarity with basic business terms, translation from French to English for meaning is relatively simple. The difficulty lies in urging them to make the leap from literal translation, which often results in garbled English because of the French formules de politesse, to idiomatic translation. In most real-life situations, the gist of the original will suffice; a professional translator should be used for important technical documents such as a contract, for instance. Translating a piece

²See Timothy M. Scanlan, "Looking Up French Language and Culture in the Paris pages jaunes," French Review, 59, 3 (Feb. 1986), pp. 355-82 for information on using the yellow pages.

of correspondence from English to French presents different obstacles. All too frequently, the English letter is unclear; the fledgling translator must ascertain, first of all, what the writer intends to say. A British business letter manual can be used effectively to make this point.⁶ The British style is unnatural to most Americans who must struggle to decipher the meaning before translating. In fact, having classes translate the British English into American English and then into French forces them to clarify their English. Again, students often fail to make the shift from literal to accurate, idiomatic translation--eliminating s'il vous plaît or using vouloir/pouvoir in the conditional rather than the present tense, for example. Translation of reports, instructions, advertisements, and forms can provide a similar experience. For novices, structured exercises which carefully incorporate new vocabulary are appropriate, whereas as students progress in their grammatical skills, translation exercises of longer passages or even publicity which actually prohibits literal or word-for-word correspondence challenge their ability to comprehend, assimilate, and recapitulate what they have read.

The techniques, style, and formulas of correspondence also constitute an important aspect of any commercial French course. In fact, many textbooks include sections on business correspondence as a regular part of each chapter. Certainly, in business situations one should be able to compose as well as translate a reason-

⁶French in the Office: Le Français au bureau, by M. M. Lentz, Hilde W. Watson, and S. McGuinn (London: Longmans, 1967).

ably correct letter, yet anyone with some linguistic ability in French can benefit from knowing how to write a formal letter. Handouts, including numerous examples of business correspondence with official letterheads, supply beginning terminology. Comparison and discussion revolve around formules de politesse, standard idiomatic expressions, and layout. Details such as address format, writing the date in letters and figures, and proper punctuation and capitalization are stressed. Students receive a list of errors deemed "fatal"--using s'il vous plaît, errors in date, address, salutation (using a proper name or cher, for instance), or formule de politesse and result in the assignment being returned ungraded for correction. Many students do not have any idea how to write a formal letter in English; therefore, instruction must begin with these superficial problems before proceeding to content. Students learn that in a serious situation it is preferable to write in English or to use a standard form letter taken from a manual than to write in bad French.⁷ Since the style of a formal letter in French is so different from English, much practice is devoted to rephrasing, rewriting, composing from a list of given expressions, or transforming conversational sentences into an acceptable form. For example, Je voudrais savoir quels sont les tarifs pour louer une voiture, s'il vous plaît becomes Veillez me faire savoir les tarifs pour la location d'une voiture. Unfortunately, even students who can write

⁷Colette Verger Michael, "L'Enseignement du français commercial et ses problèmes," French Review, 55, 1 (Oct. 1981), pp. 18-19.

several pages in French making very few errors seem to forget grammar when faced with this new terminology. A common error surfaces with the use of the infinitive caused by je vous prie and veuillez and the causative faire construction. Those who have no problem with a sentence such as Je voudrais recevoir des renseignements, struggle with Je vous prie de bien vouloir me faire parvenir des renseignements. Early in the semester students are asked to write a letter requesting information from a French agency or business; those planning to do summer study in Québec write for information, a student planning a year in France writes for a visa application, others write a tourist bureau. This assignment reinforces the communicative aspect of correspondence and demonstrates to students that they are capable of writing a "real" French letter.

Evaluation is based on four components: class participation, homework, three tests, and a final project. Class participation considers preparation and active participation in the classroom, while homework involves translation, correspondence, lab work, and resumes. Testing involves the four primary areas: vocabulary (dictée or listening comprehension questions are common), short answer questions regarding concepts studied in the text, as well as translation of a business letter into English, and composition of a formal letter in French given a specific case. The final project, to be completed outside of class, is two-fold--the preparation of a commercial and a series of letters. To complete these assignments adequately, students must synthesize the cul-

tural material they have covered and combine this with technical language skills.

The commercial can be designed either for radio or television and have as many "actors" as desired; however, each class member must "direct" his or her own, choosing a product to market in France. If the commercial is for television, appropriate props and costumes are expected. In either case, background music and sound effects must be prepared. Some past examples include a radio commercial for a health club with appropriate background effects--swimming, a basketball game, weight machines--and a television commercial for a new coffee which is equally good hot or cold for those who spend long hours in a café. Commercials are graded on their quality and reflection of understanding of French culture and commercial structure. We do not have video recording facilities, but, ideally, the commercials could be recorded for class discussion and evaluation.

Early in the semester students are given a situation for which they must compose numerous letters. An example might be the following: You are planning to open a branch office in a French city other than Paris for a company that sells office supplies. You must write the local Chamber of Commerce, make a hotel reservation, cancel a previously made appointment, write to a supplier to inquire about delivery of an initial order, and respond a job applicant. Correspondence is graded on thoroughness, grammar, and style. Students at all levels can enjoy creating or adapting a French commercial, while the letter writing

assignments could also be simplified to making a reservation. The difficulty could be increased by describing the situation more explicitly and letting the student decide what letters need to be written.

Commercial French provides a vehicle for attracting and retaining students in advanced language courses and making their language study relate in a practical way to their projected use of French in a career yet without sacrificing the broader liberal arts vision. Any of the techniques for presenting business-related culture, translation, and correspondence easily apply at levels from advanced high school through college, while the emphasis of the course can shift from business with a cultural focus to culture with a business focus according to the composition and desires of the diverse students in the class. Small group activities are highly effective, and much can be gained from the personal knowledge of individual students. The course truly becomes a collaborative effort when there are advanced business majors present who can shed light on the American system. The relevance of the material to real situations interests students; they can see clearly the utility of the skills they are learning and display their responsiveness with frequent and thought-provoking questions.

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Appendix 1
Syllabus
Commercial French: 344

- I. The objective of this course is to introduce you to the fundamentals of French culture as it relates to business practices and of business letter writing through the study of terminology, formats, and translation.
- II. You grade will be based on the following criteria:
 - 25% Class participation
 - 25% exams
 - 25% written assignments
 - 25% commercial and final essay
- III. The textbook is: Français commercial: Théorie et correspondance (Guback)
- IV. You are expected to attend class regularly and to participate actively in class discussions. You will be allowed 2 absences for whatever reason (excused or unexcused) after which your grade will suffer accordingly. All assignments are due in class on the day specified. Late assignments WILL NOT be accepted. Please keep this in mind when planning for major assignments. In addition, there will be No make-up exams.
- V. The commercial and final essay constitute 1/4 of your final grade. The commercial should be about an American produce of your choosing that you would like to market in a French-speaking area. Using what you will have learned about French culture and business practices, you should create a one-minute commercial for either radio or TV (including dialogue, props, costumes, sound effects, background music, etc.). You may recruit other French students or members of the class to help you perform it, but each class member will be responsible for his/her own commercial. The final essay will be discussed later in the semester.
- VI. Plagiarism in any form will result in an F for the course. I expect all work to be your own and any outside sources to be duly noted.

On reserve:

Le Français des hommes d'affaires (Dany, et al.)
Le Français de la banque (Dany, et al.)
Le Français de l'hôtellerie et du tourisme (Dany, et al.)
Le Français du secrétariat commercial (Dany, et al.)
Le Français des relations internationales (Dany, et al.)
Le Parfait secrétaire (Chaffurin)
Le Français commercial (Manuel-Vol. 1) (Mauger & Charon)

In the reference section of the library you will find French-English dictionaries, including Harrap's French-English Dictionary of Business

Terminology. The library also has the French periodicals L'Express and L'Expansion which you will be using throughout the semester.

Syllabus

- TH Jan. 16 Introduction, Film-artisanat, Telephone etiquette
 T Jan. 21 Ch 1-Notions générales sur le commerce (pp. 1-8)
 TH Jan. 23 Résumé écrit d'un article, Traductions (pp. 8-9), Film-wine production
 T Jan. 28 Ch 2-Organisation de l'entreprise et types de sociétés (pp. 10-18)
 TH Jan. 30 Traductions (p. 18), Conversation-arrival at a hotel
 T Feb. 4 Ch 3-Importance de la correspondance commerciale (pp. 19-28)
 TH Feb. 6 Résumé oral d'un article, correspondance
 T Feb. 11 Ch 4-La Publicité (pp. 29-33), Film-commercials
 TH Feb. 13 Traductions & correspondance (pp. 34-37), Conversation-restaurants and dining
 T Feb. 18 Examen
 TH Feb. 20 Résumé écrit d'un article, Film-tourism, Dialogue
 T Feb. 25 Ch 5-Les Services postaux (pp. 38-48)
 TH Feb. 27 Traductions & correspondance (pp. 48-52)
 T Mar. 4 Ch 6-Les Opérations bancaires (pp. 53-61), Conversation-banking operations and changing money
 TH Mar. 6 Traductions & correspondance (pp. 61-64), résumé oral d'un article
 T Mar. 11 Ch 7-Les Intermédiaires des commerçants (pp. 65-70)
 TH Mar. 13 Ch 8-Les Transports (pp. 73-85)
 T Mar. 18 Traductions et correspondance (pp. 85-88), Film-trains
 TH Mar. 20 Examen

V A C A N C E S

- T Apr. 1 Ch 9-Import-export, douanes, taxes, entreposage, magasins généraux (pp. 89-98)
 TH Apr. 3 Traductions & correspondance (pp. 98-100), Conversation-telephone reservations
 T Apr. 8 Ch 10-Services téléphoniques et télégraphiques, téléx, notes intérieures, rapports, comptes rendus et procès-verbaux (pp. 101-115)
 TH Apr. 10 Résumé écrit d'un article et exercice pratique (p. 115)
 T Apr. 15 Ch 11-Les Effets de commerce (pp. 117-127)
 TH Apr. 17 Exercices (pp. 127-130), Film-small business
 T Apr. 22 Ch 12-La Facturation et l'expédition (pp. 131-138)
 TH Apr. 24 Exercices pratiques (pp. 139-142), résumé oral d'un article, Conversation-placing an order
 T Apr. 29 Ch 14-La Comptabilité (pp. 159-171)
 TH May 1 Examen
 T May 6 Publicité et devoir final

A CLASSROOM EXPERIMENT IN MARKETING: INNOVATIVE
METHODS FOR THE TEACHING OF BUSINESS FRENCH

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A CLASSROOM EXPERIMENT IN MARKETING
INNOVATIVE METHODS FOR THE TEACHING OF BUSINESS FRENCH

The last decade or so has witnessed a dramatic change in the perception of foreign language business courses. Once viewed as a vocational, i.e., non-academic, subject, the study of Commercial French, Spanish, or German is increasing in popularity across American university campuses. More and more Foreign Language departments are offering courses that deal specifically with the vocabulary, the style of expression, and the problems germane to such areas as Government, Banking, Insurance, etc., or that stress the art of Business Correspondence. Entire conferences nowadays are devoted exclusively to the theme of Foreign Language in Business.¹ In the realm of publication, this growth phenomenon is even more pronounced. Where, some twenty years ago, there existed very few foreign language business texts, and even fewer scholarly articles written on the subject, the market today, domestic as well as foreign, is fertile in publications relating to the commercial sphere. Specialized dictionaries are one particularly prominent example. Our rapidly expanding technological society, and the many new fields or disciplines born of this technological explosion, fields such as Computer Science and Space Technology, many of which have their peculiarly distinctive jargon, have created a need for dictionaries, to help layman understand specialist or specialists from one nation to communicate with those of another. This critical need for technical reference guides was virtually non-existent a few decades ago.

In French, recent years have seen the publication of specialized dictionaries for Psychology, Computer Technology, Economics, Business Management, Aerospace, to mention but a few, as well as general and technical texts dealing with such varied subjects as Banking, Hotel Management, Tourism, Export Marketing, or Commercial Correspondence.²

If we look at some of the recently published "Commercial French" texts, we will note that they all focus, with varying degrees of intensity, upon certain core areas. These include Insurance, Banking, Customs and Duty, Transportation, Telecommunications, the Stock Market, Domestic and International Trade, and Publicity.³ Prominent too, though not quite as universally treated, are the fields of Accounting, Real Estate, Personnel Management, Taxation, and Agriculture. Virtually all of these texts devote a section to the art and skills of Business Correspondence.

By definition, Commercial French is a broad, all-encompassing field of study, and any so-entitled course will necessarily have to exclude a number of the aforementioned core subjects if it is to fit within the time framework of the average college quarter or semester. Most likely to remain on the program of study are those areas that may have some direct relevance to the student's immediate or eventual needs, such as Banking, Telecommunications, Transportation, or International Business. An American student who plans to spend time in France, whether travelling, on a student exchange program, or in any other capacity, is apt to have dealings of some sort with banks and post office, or perhaps be directly involved

with the public as an employee in a firm. Previous classroom experience in banking transaction, marketing and sales, communications, and indeed French business correspondence, can be a major asset under the circumstances.

In this paper, I would like to discuss some of the techniques and approaches that I utilize in my Commercial French course to attain the aforementioned objective, that is, to better prepare the American undergraduate student for any potential business experience or dealings in a French-speaking country. Although the discussion will focus primarily upon the Marketing phase of the course, in which students simulate the real-life development of a product, from genesis to actual sales, a few words about the overall structure of the course might be useful, to provide an appropriate background for our discussion.

Due to the brevity of the academic quarter, only three core areas can be studied. These are, in respective order, Banking, Telecommunications, and Commerce. It is in the last of these that the Marketing experiment takes place. As all assignments in the course take the form of business letters, the first week or so of the quarter is devoted entirely to a familiarization with the art of French Commercial Correspondence. The mechanics of the French business letter (format, structure, style, etc.) are closely studied, with frequent contrastive analysis of French and American epistolary models. At the end of that period, the student has acquired a certain basic competence in letter writing, which he or she will be able to apply to a variety of situations in the weeks to follow.

As indicated, Banking is the first area to be considered, as it is the most likely form of "business" contact or experience that the American student is apt to have abroad. Extensive vocabulary lists are distributed in class, comprising both general and technical banking terms.⁴ The student is expected to assimilate this vocabulary and to utilize it throughout his correspondence, and he will be tested on it at the conclusion of the Banking phase of the course. Class and homework consist of business letters that the student is asked to compose, all of them typed and accompanied by a properly addressed envelope. The topics of these letters may vary widely, from the solicitation of a loan, to a notification of overdraft, to a complaint about an error in a monthly statement of account, and the student will find himself playing various roles, e.g., writing to a bank about a transaction, then assuming the identity of a bank official in order to reply to that same letter. Whenever it is a business firm that corresponds, the student is expected to devise an appropriate commercial letterhead, complete with logo and all of the pertinent information usually found in a French commercial "en-tête". Some eight to ten letters are written during the Banking segment of the course.⁵

The next area to be considered is Telecommunications, i.e., all that is relative to postal and telephone transaction. Again, there are detailed vocabulary lists, testing, and letter-writing assignments dealing with such varied matters as the transfer of funds from one postal account to another, the purchase by mail of philatelic material, or a request for the installation of telephone service.

By the time the student reaches the third and most intensive part of the course, i.e., Commerce, he will have composed between fifteen and twenty business letters and have acquired a reasonable competence in French correspondence skills. He will have learned, partly through trial and error, how to properly organize his letter, how to express himself in a concise yet polite manner, and also which of the numerous available formulae and salutations to utilize for a given circumstance. He is now ready for a more integrated and challenging set of assignments. Through the medium of correspondence, he will take an idea or product and develop it, take it from the drawing board stage to that of actual sales. In the process, he will assume a variety of roles, from inventor to expert in the field, to competitor, to manufacturer, to publicity agent, to commercial artist, to sales representative, to merchant, to actual client.

Early in the quarter, the students in the class are asked to think of an idea, a service, or a product which they would like to market when they reach the Commerce segment of the course. This can take the form of a totally new product or of an improvement upon an actually existent one. There are no restrictions in the choice of ideas and the latter can be as fanciful as desired. All that I ask is that the product be within the scope of human manufacture and that the student be able to discuss its structure and function intelligently. The latter condition not only prevents the student from "getting in over his head" in technicalities, but also allows any student with special background or experience to make use of these to render his project more personally satisfying and rewarding.

Thus, a student whose other academic specialization (i.e., besides French) happens to be Computer Science may indeed be motivated to develop a gadget or service having to do with the world of computers, and be able to discuss it and write about it in a knowledgeable fashion. Whatever the student's special background, whether academic or experiential, it adds an element of personal interest to the assignments and helps to make his study of Commercial French all the more enjoyable. In order to ensure that not too many projects duplicate one another, and also to be certain that each such project is well within the individual's scope of ability, I screen all proposals. Seldom, however, is there need to reject any, or to recommend modifications, as all proposed projects tend to be rather imaginative. Among the more ingenious products that have been "marketed" in my course in past years are a bathtub that maintains the water temperature, a helmet for smokers that draws in and purifies the smoke, snow tires for bicycles, instant-dip nail polish, a toothbrush that dispenses its own dentifrice, as well as a host of other unusual ideas, several of which might indeed fill a void in today's real-life market.

As preparation for the Marketing assignments, a comprehensive vocabulary list is distributed in class, that includes terms relating to General Commerce, Marketing, Sales, Publicity, etc. (see Appendix), which the student is expected to utilize as much as possible in the subsequent series of assignments. First in this series will be a letter that the student--in this instance inventor--writes to an expert in the field to determine whether his idea has any merit or marketing potential. Depending upon individual circum-

stances, this expert can be an established businessman, a researcher in a laboratory, someone in academia, etc. The writer is to indicate why he has selected this particular individual, give a general description of his idea or invention, perhaps join an illustration to the letter, and express his appreciation for any suggestions that his correspondent might offer. Having already had substantial experience in letter writing, the student will know automatically that the tone of this particular letter is to be deferential, and he will know which epistolary formulae to employ to convey that feeling. The next assignment will be the reply of the expert. If the latter responds in an official capacity, i.e., as member of a firm or organization, it will be necessary for the student to devise some form of letterhead. The expert's reply will be an encouraging one, as might be expected, but it will contain practical advice to the inventor, perhaps suggestions for improvement of the idea or helpful hints concerning the latter's manufacture or marketing. How the student conceives or presents his scenario is left entirely to his imagination. What is important, here and in all other assignments, is that the exchange of correspondence be logical, concise yet informative, courteous, and that the tone of the letters be suited to the circumstances.

Having received this encouraging support, it will be assumed that the inventor is now ready to launch into the manufacture of his product. The next letter that the student writes will be to a bank or lending institution requesting financial backing for his enterprise, in the form of a commercial loan. The letter is to be addressed to a loan officer and should be quite specific in its in-

formation. Not only will a specific sum be requested, but a detailed budget must be submitted, indicating how that sum is to be allocated (e.g., supplies, personnel, publicity, etc.). References, both personal and commercial, need to be furnished as also a financial and business history. This letter will engender a reply by the bank. The loan will be granted, of course, but precise information is to be included regarding the particular type or category of loan, the interest rate, the terms of repayment, the needed collateral, etc. The student will here be able to utilize the technical vocabulary studied during the Banking segment of the course. For extra credit, the more enterprising individual may perhaps wish to prepare a publicity brochure, to be joined to the letter, detailing the bank's various services, or perhaps devise his own loan application or contract forms.

The financial basis for his business enterprise having been secured, the student-inventor is given a choice in his next assignment. He may write to the Patent Office or other official agency to register his product, secure copyright, or whatever the circumstances may warrant. In that letter, the product will have to be described in minute detail, and accurate illustrations or diagrams provided. A reply by the agency is to follow, acknowledging receipt of the letter and perhaps awarding a "brevet d'invention". For the student unwilling to engage in too technical a correspondence, an alternative assignment is that of writing to a real estate agency regarding the lease or purchase of a business property. Here, as in all other letters, the information provided should be detailed. The writer should indicate his needs insofar as space, location, and layout of the property are concerned, as well as his financial limitations.

The agency, in its reply, will offer several choices of office or warehouse space, accurately describe these, and furnish specific cost figures for lease or purchase of the property.

The following two assignments have to do with the publicity campaign for the new product. The inventor, now turned businessman, will write to an established publicity firm (perhaps one suggested to him earlier by the expert in the field) and ask for information regarding a sales or introductory campaign. He will indicate his budgetary limits and may, if so desired, request a specific type of publicity. The agency will reply and propose one or several options--this can take the form of an official brochure--detailed in its contents (e.g., so and so many minutes of television coverage at a given rate per minute, etc.). The second assignment is by far the most interesting one of the course, from the point of view of both student and instructor. It is assumed that a publicity campaign has been launched, and that one of its features is an advertisement scheduled to appear in a national magazine. The student will now turn commercial artist and actually create this ad. Color, graphic layout, catchy slogans, etc., are the criteria in this assignment, as the student must ask himself if the ad would cause him to pause and read the message, were he leafing through the pages of the magazine.

Next is a brief circular, to be sent to interested parties (e.g., potential distributors, competitors, merchants, etc.), inviting them to a public demonstration/discussion of the new product, and giving time, place, and other pertinent details. This discussion

and demonstration actually takes place in the classroom, time permitting, as each "inventor-businessman" is allotted five minutes to praise the merits, describe the features, etc., of his product.. The other students in the class are encouraged to ask questions, whether general or technical, offer criticism, or demand clarifications. I usually assume the role of a hostile competitor and try to put the speaker on the defensive with respect to his invention.

The final two sets of assignments presuppose that the individual has opened a business and is actively engaged in the manufacture or sales of his product. In the first exchange of correspondence, a client writes to order a given quantity of the product. To this, the student-businessman replies with a letter of acknowledgement, stating that shipment is on its way, that the product is temporarily out of stock, or whatever his fancy dictates. Detailed invoices, specifying unit and total prices, applicable taxes and shipping charges, terms of payment, etc., are to be included in all of these letters.

In the ensuing two letters, a dissatisfied client writes regarding a problem with his or her order. This can be a matter of damaged or inferior goods, incorrect shipment, inaccurate billing, or any other plausible reason. The manufacturer/dealer will respond to that letter, offer apologies if needed, attempt to clarify the reasons for the problem, and propose a mutually satisfying solution.

All told, the Marketing segment of the course involves some twelve to fifteen business letters, bringing the total of such letters written in the course to nearly three dozen.⁶ In the ever

changing scenarios of his correspondence, the student has ample opportunity to familiarize himself with the mechanics, the tone, and overall style of the French commercial letter, so different in many respects from its American counterpart. He is simultaneously exposed to a very "practical" vocabulary, one that he may conceivably be called upon to use in real-life, should he find himself in a French-speaking country. Though it does not appear very likely that the average student may ever be manufacturing or marketing a product, the simulated classroom experience nonetheless constitutes a valuable learning experience. The student is developing his command and understanding of the French language, but in a sphere that is quite different from that of traditional grammar, composition, or literature courses. He is writing in French, to be certain, as in all of his other language classes, and sharpening his grammatical and compositional skills, but the subject matter may well hold a greater interest for him due to its relevance to potential real-life situations. The fact, moreover, that he can use his imagination in the writing assignments, indulge in the illusion that he is actually introducing a new product on the market, adds a dimension of fun to the learning experience, making the latter all the more rewarding and enjoyable.

NOTES

1. For example, the Eastern Michigan University Conference on Languages for Business and the Professions, currently in its fifth year.

2. Here are but a few representative titles: Harrap's French/English Business Dictionary; Dixeco de l'Economie; Le Français de la Banque; Dictionnaire Informatique; Le Français de l'Hôtellerie et du Tourisme; Dictionnaire Commercial et Financier; Dictionnaire Memento d'Electronique; Dictionnaire des Techniques Aeronautiques et Spatiales; Dictionnaire Juridique; French for Business and Finance.

3. For example in Patricia Cummins, Commercial French (Prentice-Hall, 1982), or Mustapha Bénouis, Le Français Economique et Commercial (Harcourt Brace Jovanovich, 1982).

4. As the course only touches upon three areas of business, and as most Commercial French texts cover many additional subjects, I have found it more economical and practical to prepare my own vocabulary lists for each section of the course.

5. Grading of student letters is in two parts. One grade is assigned for the "mechanical" aspects of the letter (grammar, spelling, proper syntax and idiomatic structure, format). The second grade, which carries slightly more weight, reflects the overall tone of the letter, the appropriate choice of salutations and epistolary formulae, the clarity, conciseness, or elegance of expression, and the latter's suitability to the circumstances.

6. For optional credit, students have the choice of one or more of the following assignments: An exchange of correspondence between distributor and retailer, in which a large quantity of the product is purchased at wholesale price; a progress report by the manufacturer to an associate, etc., describing the current state of production, and the correspondent's reply to that letter; a candidate's application for a position with the new firm (complete with curriculum vitae) and a positive or negative reply.

Gerald Herman
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APPENDIX: Sample Vocabulary List for the Marketing Section of the Course

Le Commerce	Un Stock Epuisé	Un Prix Compétitif
La Vente	Un Article d'Occasion	Le Marché Noir
L'Achat	Des Marchandises Défraîchies	Un Article Bon Marché
L'Importation	Un Rabais	Se Retirer des Affaires
L'Exportation	Le Prix de Rabais	L'Emmagasinage
Le Commerce Intérieur	Mettre un Article en Réclame	La Commercialisation
Le Commerce Extérieur	Une Ligne de Produits	Une Vente à l'Amiable
Le Marketing	Le Plafond des Prix	Paier Comptant
Le Démarchage	Une Marque de Fabrique	Franco Port
Un Marchand en Gros	Une Marque Déposée	Une Franchise
Un Grossiste	Un Sigle	
Vendre (acheter) en gros	Un Acronyme	
Un Détaillant	Une Remise Commerciale	
Vendre (acheter) au détail	Rabattre le Prix d'un Article	
Le Client	La Concurrence	
Le Consommateur	Le Système de Libre Concurrence	
La Clientèle	Un Avis d'Ouverture	
Lancer un Produit sur le Marché	Un Rayon	
Un Débouché	Un Chef de Rayon	
La Vente à Domicile	Un Entrepreneur de Travaux	
Faire du Porte à Porte	Un Vendeur/Une Vendeuse	
La Vente aux Enchères	Le Directeur des Ventes	
La Vente sur Offres	Une Vente Promotionnelle	
Attribuer un lot au plus offrant	Un Concours	
Une Vente de Liquidation	Le Patronnage d'Activités	
Une Vente de Soldes	Un Comptoir	
La Vente par Correspondance	Une Vitrine	
Un Concessionnaire	La Devanture d'un Magasin	
Un Représentant	La Publicité	
Un Commis Voyageur	Une Agence de Publicité	
Un Voyageur de Commerce	Une Campagne Publicitaire	
Sa région	Une Enquête	
Un Réseau de Distribution	Un Sondage	
Une Commande	Un Slogan	
Passer une Commande à..	Un Spot Publicitaire	
Un Commerçant	Une Enseigne Lumineuse	
Le Patron	Une Affiche	
Le Gérant	Une Brochure	
La Gestion	Un Dépliant	
Un Magasin	Une Annonce	
Un Grand Magasin	Un Panneau Publicitaire	
Un Magasin à Succursales Multiples	L'Emballage	
Une Boutique	Emballer un Article	
Un Atelier	Un Container	
Une Usine	Un Salaire	
Une Fabrique	Une Commission	
Un Entrepôt	Un Distributeur Automatique	
Un Magasin à Prix Unique	Un Fonds de Commerce	
Un Magasin d'Escompte	Céder un Fonds de Commerce	
La Vente en Libre Service	Un Bail	
Une Opération en Participation	L'Expiration d'un Bail	
Un Carnet de Commandes	Un Brevet d'Invention	
Une Facture	Un Droit d'Auteur	
Régler une Facture	La Location d'un Magasin	
Un Bon de Commande	Le Loyer/Louer	
Le Stock d'un Magasin	Faire Faillite	

DOES THE COMMERCIAL FRENCH SYLLABUS REFLECT THE
SITUATION IN FRANCE?

A RE-EVALUATION AND SUGGESTIONS FOR COURSE DESIGN

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Does the Commercial French Syllabus Reflect the Actual
Situation in France?: A Re-Evaluation and Suggestions
for Course Design

This study is based on clearly-defined postulates. First, the ideal situation in foreign language business courses is to have a cooperative program between the business school and the foreign language department. When this is not the case, everyone loses: business school, language department and particularly the student. But a lack of interdisciplinary cooperation hardly justifies the position that foreign language departments cannot do it. They can; they must continue to move forward, and alone if necessary.

Second, in French, this includes preparation for any of the five levels of the proficiency testing of the Chambre de Commerce et d'industrie de Paris (CCIP).¹ Third, because of the vast possibilities which exist in France for an American trained in French business practice, these comments are specifically intended for the American who will be working in France. Many of the remarks, however, are not language-specific and will be applicable, servatis servandis, to all commercial FL courses. Fourth, any consideration of international trade must be put into a balanced perspective. There are weaknesses in the French business community. But a more serious weakness exists among American international traders: the enormous failure to recognize the necessity in the 20th century of foreign language competence in commerce. In her 1983-84 study of 300 U.S.-based multinational corporations, Inman found that nearly one-quarter of the responding companies provided neither training nor

nor orientation to employees who would work abroad.²

The first objective of this discussion is actually a sequel to the basic postulates. Until such time as the FL department can convince its colleagues in other disciplines of what is lost--more precisely, of what students are deprived--it should keep its expectations high but realistic and should keep its own house in order. A hoped-for spin-off of this consideration is to bring other schools knocking on FL department doors. The business community, including that in academia, will buy a product once convinced of its worth. Success stories influence academic boardroom decisions. But a commercial FL course will not attract attention until certain inherent weaknesses are corrected.

The most noticeable of these is the serious flaw in Business French texts. The rapidly-changing business world often makes them obsolete before they appear in college bookstores. Another built-in weakness in the Business French course stems from the tendency to let the text design the syllabus, even if commercial FL instructors are not alone in accepting without demur a course's content and priorities. Problems resulting from text obsolescence are compounded when the commercial FL instructor treats the material as though it were in a sort of Holy of Holies. What harm is there in calling into question a text's content, emphases, direction or all of these? Quality control leads to an improved product.

Despite this position on Business French texts, we must have them. In actual fact, the problem of text-obsolescence is logistic, that which one finds more frequently in the natural sciences than in the humanities. Finel-Honigman notes that

(i)n banking, finance or technology, entire sets of facts, forms, methods and policies can undergo radical changes in one year. In 1981, after the Socialist election in France and the

advent of nationalization, new rules, regulations, and changes in accounting procedures came into effect.³

She points out that the demands for constant and immediate change in business are new for those in disciplines where shifts occur much more slowly (Finel-Honigman, 30). What she says of the instructor applies a fortiori to texts, to which months and often years are devoted for preparation. The problem is resolved by using a particular text as the course's major sourcebook and, to offset the negative effects of the course manual's time-lapse, by incorporating the most recent ancillary materials into the course text.

Another weakness in commercial FL courses arises from the educational formation of the instructors. Coming largely from humanities backgrounds, they are either unprepared or feel unprepared to tread upon the businessperson's turf. This also has a deleterious effect in syllabus design in that such instructors become particularly overdependent on the course text and, because of insecurity, lose their enthusiasm for and creativity in teaching a commercial FL course.

The second objective follows from the first: the instructor who re-evaluates the text and incorporates up-to-date ancillary materials will put the material in a realistic context; that is, he will redesign the syllabus. Inherent weaknesses will be obviated; the Business French course will be strengthened. The final objective is to examine whether a humanities-trained instructor interlopes when teaching a commercial FL course or, on the contrary, provides a much needed service to the students, the business community and even one's country.

To obtain these objectives, I shall offer slight syllabus modifications, precisions on ancillary-materials development as well as suggestions for becoming more conversant with business concepts, practice and the mentality of the business community.

Regarding syllabus modifications, there are three categories: one urging

vastly reduced emphasis on instruction in certain areas; a second, a discussion of areas which could receive more extensive coverage; and a third, areas which should be added to the syllabus.

In the area which I see as non-essential for a Business French course, the list is hardly exhaustive; moreover, as the title of this study indicates, these items are presented more as suggestions, as prolegomena. Specific topics are cited here which (1) can often be overdiscussed, (2) have no direct relationship with Business French, (3) despite their importance, are areas better covered in culture, civilization or even grammar courses in the United States and (4) are easily and quickly learned once one arrives in France. It is granted that the student must at some point become conversant with all the items in this category. It would be grand were a Business French instructor able to include them while doing justice to the students and the course. This is particularly so in those areas tested by the CCIP examinations, but it is a matter of available time.

Thus, I seriously wonder about devoting even portions of classes to geography and geographical subdivisions in France, insurance, les P. et T., taxes, some translation exercises and particularly the Métro. In addition, I question the wisdom of spending valuable class time not only on political parties and the news media but also on that which is enjoying a pedagogical "freedom of the city": culture. Regarding political parties, this implies their exclusion neither in general comments on the French Left, Center and Right nor in remarks on labor-management relations. Apart from noting the political orientations of French radio, television and the major newspapers, there is little to be gained from overlong treatments of the news media. As for the recommended diminishing of the consideration of culture, however, clear notions of French business practices, customer-client rapport and the French general

public/business community mentalities should be conveyed.

Translations should play a central role in the syllabus; proficiency in translating is often crucial for obtaining entry-level positions. But translations need direction. They should be practical: practical for the present as a means for vocabulary enrichment, for awareness of cultural differences, for acquiring report- and letter-writing skills and for learning stylistics. Translations should be practical for the future by providing the student with realistic and serviceable terminology, methods and techniques. The texts of Bénouis⁴ and Cummins⁵ can be particularly helpful toward these goals.

The second category deals with areas which play a capital role in French business and should, therefore, receive more extensive study. Most of these areas are already wisely included and well treated in Business French texts.

I would suggest first of all advertising and marketing. Although these go hand in hand in the United States, this is more the exception in France. As an example, I pose the question: how many French products does one find promoted throughout the United States?⁶ Once we have mentioned le Car, clothes, wine, cheese, perfume, a few kitchen utensils and Perrier, we have just about said it all, despite the favorable position even now of the franc against the dollar. Salaries, fringe benefits and social advantages in France provide one explanation: they make goods imported from France decidedly more costly. Those who have purchased books or cheese abroad know how well the Atlantic trip occasions an additional, even exorbitant mark-up. And there is a lingering suspicion that many a French business still waits for the world to beat a path to its doorstep. Rare in the United States are billboards which announce French products. Ferrandon and Waquet, expressing concern over the insufficiencies of French products on the world market, say that French industry is not "assez mondialisée" and refer specifically to France's traditional weak-

nesses in the American market.⁷ The French government's campaign ("un pays qui sait vendre est sûr de produire"⁸) reflects the remarks of Ferrandon and Waquet.

Instructors in Business French who advise students can underscore the advantages which exist in France: an energetic student will find there a virtually untapped gold mine.

Equally important is a knowledge of French banking (institution, system, practice) and of its special vocabulary. Both the Bénouis text (48-60) and that of Mauger and Charon provide excellent material.⁹ Furthermore, students should be aware of bureaucracy's role in the public and private sectors in France. Deeply rooted in French tradition, it hardly increases efficiency. This, too, is a weakness in French business practice which a newly-arrived American in Paris can use to advantage.

Of great importance is the students' receiving a clear knowledge of the French general public/business community mentalities. Although in the plural, the two --general public and business community--can, in fact, be considered as one. Up to the present, a great many French people "trust the man who wears the star." Of course, strict consumer-protection laws regarding pricing, posting of prices and ingredients exist. There are also consumer-oriented organizations and publications. But neither price, composition nor consumer group presents an obstacle to sales; in fact, less than five percent of the total population show interest in consumer-protection efforts. Any sales territory where the customer is not inclined to shop around becomes a business-community paradise.

An examination of the Common Market implies a study of most of the nations of Western Europe; thus, it need not receive an in-depth treatment in a Business French course. Nonetheless, since the future of the French economy is closely tied to the future of the C.E.E., the European Community merits consideration. Students should have a general notion about the Common Market's history, monetary system,

strengths, weakness, successes and failures. Another factor is that in international trade a strong C.E.E. presents a strong competitor to American business. Deserving some discussion are the internecine disputes (such as the accusation that Italy was dumping wine in France, British demands for a reduction in assessments, refusals by France and Germany to accept budgets imposed by the C.E.E. and France's insistence last April that member-nations' currencies be realigned) as well as problems occasioned by the European Community on non-member nations (such as American objections that Common Market countries were dumping steel in the United States).

A knowledge of customs duties is important. Duties exacted play a great role in determining whether a product can be profitably marketed in another country. An American with a business firm in France should be familiar with import fees on goods brought into France as well as with those nations with which France has free trade agreements. In addition, a consideration of French customs policies provides the student with a better understanding of government's role in international trade and with a familiarity with the battery of French government customs declaration forms.

Not unlike the United States political system, that in France is largely determined by particular economic concerns. Despite the presence of an entire range of political parties, there are--with the union of the Right and the still-strong Socialist Party--two parties with distinctly different economic orientations. The necessity of treating both of these major political groups becomes clear when one considers the enormous influence of a leftist or rightist government on business.

Capitalism and legislation in France have had a most happy relationship. French capitalism is often dated from the French Revolution or Colbert or Etienne Marcel or guilds in the Middle Ages, but it did not flower until the reign of Louis-Philippe (1830-1848). With only occasional interruptions since that time, capitalism and legislation have largely been one and the same. Witness, for example, the

bakery of Lyon and FNAC: two businesses accused of introducing, contrary to law, competition into the market place. But indications that change may be in the winds are shown by Edmond Leclerc, who reduced gasoline prices, by his maverick brother, Michel, who underpriced (and therefore enraged) the French funeral directors, and by the union of the Right whose recent pre-election platform called for more competition. Business French students should be aware of such laws which favor one economic sector over others, of the average French person's quiet acceptance of such legislation and of possibilities of capitalizing on such legislation's strengths and weaknesses.

Finally in this second category, the Business French course should provide a thorough grounding in written and oral practice. Just as important as business and social correspondence is business and social conversation: thus, oral practice should include telephone conversations, the business lunch and other social amenities. Body language is also important. Whenever possible, the effort should be made to convey to the students the usual French forms of non-verbal communication. This can best be accomplished by means of segments from French films or from videotapes of French telecasts.¹⁰

Most of the third category suggests areas which might be added to the syllabus. It stems from a recent, heretofore rarely seen initiative in the French business community, from an awakening consumer awareness, and from technological research and the use of technological advances in France. This has not yet appeared in small businesses, but the increasing aggressiveness in the French business community underscores the need to treat current wholesale and retail merchandising, pricing practices and information systems, particularly the computer and satellites. Furthermore, if up to the present the French consumer has been almost a silent partner in anti-competition legislation and unquestioning product acceptance, here, too, all is no longer the same. Consumer behavior is changing; the French consumer shows signs of being a sleeping giant. Although the first of

France's extant consumer groups was founded in 1912 and the movement is far from being being a mighty force, there are now 20 national consumer organizations. The largest of them, which publishes the monthly Le Coopérateur de France, has a membership of more than two million families.¹¹ This implies that Business French students should be aware of product quality in France, of chemical additives in foodstuffs and of environmental issues, such as pollution (clean air and water, reduced noise) and occupational health and safety.

An overview of labor-management relations and of the French labor movement should be provided: politico-economic philosophies, accomplishments, weaknesses.¹²

As noted above, ancillary materials should be incorporated into the class text. The first element should be French-language newspapers and magazines. The reading material need not be geared primarily to the financial district, provided that it give sufficient coverage of business activities and that it be appropriate for the level of the students. Moreover, it is recommended that the instructor have access to the major financial newspapers and magazines. With these the instructor will be able to keep the students abreast of the latest economic developments in France.¹³

For additional materials development, the instructor can scour France for the many and varied business forms which our students will later confront in France. If unable to go abroad, the instructor will find many of these forms in Business French texts: from writing checks and mailing packages to the export license and bill of lading.¹⁴

Since most instructors of commercial FL courses are trained in languages, linguistics, literature or pedagogy, their feelings of inadequacy in a business course must be addressed.

It remains to be proved that a commercial FL instructor cannot conduct well a business-language course. Nonetheless, since such an instructor is outside his

or her domain, the tendency to exaggerate deficiencies is entirely reasonable. Unless individual steps are taken to acquire expertise in business, the instructor can only become more unsure and, in time, overdependent on the course text. The failure to self-improve in this area is anything but pedagogically salutary. Insecurity, lack of creativity, stultification will eventually reign; the instructor's initial enthusiasm for the course will vanish.

The finest solutions come from France where courses are provided for those who teach Business French outside of France.¹⁵ Scholarly journals and publications which are Business French-specific (such as Gestion) and FL-specific (such as the Journal of Language for International Business) as well as non-commercial FL-specific (such as Foreign Language Annals, Le Français dans le monde [see note 13], French Review and Modern Language Review) can be particularly helpful. But not everyone can spend summers in Paris or Lyon and articles in scholarly journals --while valuable--provide insights, not depth. An answer would be for Americans conversant with French business and business practice to offer national and/or regional workshops modeled on coursework at the CCIP or the Ecole supérieure de Commerce de Lyon.

Since the line of demarcation between business and non-business is more a question of terminology and mentality, private study could provide that which the instructor needs. In addition, the instructor should take advantage of all social contacts with friends in commerce; this is an invaluable source for acquiring knowledge about the businessperson's thinking pattern and goals. An additional and practical step would be for the commercial FL instructor to take basic courses in business, marketing and economics at his or her institution. Most important--and easiest for the instructor with a humanities background--is always to keep the global picture in mind without overlooking details. We are dealing here with a definite need, and it is less a need of FL departments than of students and business; furthermore, judging from statements by those in government, it is a national

need.¹⁶

By taking steps against problems arising from text obsolescence, the tendency to let the text design the course and feelings of inadequacy, the commercial FL instructor will conduct a better class. Such measures are pedagogically sound, self-enriching and interest creating. Furthermore, the instructor will recognize that, far from interfering in what is outside of his or her area of specialization, an inestimable service is made to students, commerce and country.

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Notes

¹ See Townsend W. Bowling, "The Certificat Pratique Oral Examination: Format, Content, Grading," French Review 59 (1985): 185-97.

² Marianne Inman, "Bilingualism in Business: Past, Present & Future," ERIC/CLL News Bulletin 9.2 (1986): 3.

³ Irène Finel-Honigman, "Rationale, Structure and Methodology of a French Language Program for American Bankers and Traders," Foreign Language Annals 19.1 (1986): 30.

⁴ Mustapha K. Bénouis, Le Français économique et commercial (New York: Harcourt Brace Jovanovich, 1982).

⁵ Patricia W. Cummins, Commercial French (Englewood Cliffs, NJ: Prentice-Hall, 1982).

⁶ It should be noted that French technology in heavy equipment and machinery is advanced as well as aggressively and successfully marketed in the United States.

⁷ Marie-Christine Ferrandon et Isabelle Waquet, La France depuis 1945 (Paris: Hatier--Collection Profil, 1979) 47.

⁸ "A nation which knows how to sell is certain to produce."

⁹ Gaston Mauger et Jacqueline Charon, Le Français commercial: manuel (Paris: Larousse, 1975) 1: 242-51.

¹⁰ For a brief but worthwhile treatment of the verbal and non-verbal elements in French conversation, cf. also Richard Lescure, "Compétence de communication et mimiques," Le Français dans le monde 190 (1985): 62-64.

¹¹ The mounting circulation rate illustrates the awakening consumer interest in France. At the end of 1950, the press run was 172,000; at the end of 1982, 690,630. Additional precisions regarding the magazine are available at Le Coopérateur de France, 27-33, quai le Gallo, 92517 Boulogne-Billancourt Cédex, France.

¹² Cf. J.-C. Beacco et S. Lieutaud, Tours de France: travaux pratiques de civilisation (Paris: Hachette, 1985) 110-13; Max Dany, Anne Reberieux et Ivan de Renty, Le Français des hommes d'affaires (Paris: Hachette--Collection Le Français et la profession, 1975), 51-53; and Eric Bimbenet, "Quel Syndicalisme en France?" Le Français dans le monde 191 (1985): 58-64.

¹³ Pedagogical journals should not be overlooked. Le Français dans le monde (hereafter referred to as FdM) has among its main objectives the formation and perfecting of French instructors who are outside of France. Cf. the following: Jean-Marie Fèvre, "Expérience d'enseignement de français économique et commercial," FdM

147 (1979): 51-56; Max Dany, "Le Français de l'hôtellerie et du tourisme," FdM 149 (1979): 74-80; Max Dany, "L'Enseignement du français basé sur des études de cas," FdM 168 (1982): 44-51; Max Dany et Christine Noé, "L'Enseignement du français commercial au niveau élémentaire: utilisation du 'cas professionnel,' " FdM 190 (1985): 50-57; and a useful computer lexicon, "Informatique: prêt-à-porter lexical," FdM 195 (1985): 26-27.

¹⁴ For helpful examples, cf. Bénouis (note 4), Cummins (note 5) and Mauger et Charon (note 9).

¹⁵ Additional information can be obtained by writing to the following addresses:

Monsieur Jacques Cartier
Directeur des relations internationales: enseignement
Chambre de Commerce et d'Industrie de Paris
14, rue Chateaubriand
75008 Paris

and

Robert Crane, Ph.D.
Director of Programs for North America
Ecole supérieure de Commerce de Lyon
23, avenue Guy-de-Collongue
69132 Ecully Cédex
France

¹⁶ Cf. Paul Simon, The Tongue-tied American: Confronting the Foreign Language Crisis (New York: Continuum, 1980); and George Ryan, "Mobilizing Resources to Create Jobs in International Trade," address before the International Council of MidAmerica--Hub III, Chicago, 4 Nov. 1984; rpt., Foreign Language Annals 18.1 (1985): 73-77.

THE ROLE OF TRANSLATION IN COMMERCIAL FRENCH COURSES

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The Role of Translation in Commercial French Courses

Commercial French courses¹--specialized classes in business correspondence and the language of commerce--require a high degree of proficiency in the second language. Writing correct and appropriate business letters necessitates the use of technical vocabulary and highly formulaic structures and expressions. Furthermore, students must be sensitive enough to the nuances of syntax and vocabulary to differentiate among linguistic registers so that they can control the degree of formality, choosing the style appropriate to the relationship between the correspondents. In order to master the specialized linguistic skills required in French business correspondence, students must first have a thorough knowledge of the standard language as it is used for ordinary communication. Specialists in teaching business French agree that students must have attained near-fluency in the language before they can successfully fulfil the requirements of a Commercial French course. Michael (18), for example, suggests that students need a high enough proficiency to allow for "de l'aisance dans l'expression et de l'élégance dans la forme."² The situation is not unlike that of a developing painter who must first master the classical skills of color use and perspective before advancing to abstract expression.

Given the high level of linguistic proficiency among students in Business French courses, it is not surprising that these classes are generally

taught entirely in French; that is, French is the sole medium of communication in written assignments, readings, and classroom discussion, and English is rarely, if ever, used. Neither instructor nor students feel a need to resort to the native language: the students' near-fluency allows them to participate without undue difficulty in a course in which only French is used. The rationale for a French-only business course is a logical one: the less English is used in assignments and discussions, the more students can practice their French. This philosophy affects not only commercial classes, but virtually all courses at the advanced level, whether the focus is on business, literature, grammar, or civilization. While the exclusive use of French in commercial courses offers the advantage of maximizing the students' exposure to the target language, this practice carries an inherent disadvantage: in a class where all communication is in French, translation is necessarily discarded from pedagogical activities. The reason for its dismissal seems obvious: there is no place in a French-only course for an activity which depends on the comparative analysis of French and English. The general exclusion of translation exercises from Commercial French courses is lamentable, however, since translation can be a valuable pedagogical tool not only for helping students to assimilate the vocabulary and concepts of French correspondence and business practices, but also for enabling them to appreciate the cultural differences between the French and Anglo-Saxon business worlds.

Translating sentences and brief passages can provide in a Commercial French course the same linguistic advantages which such exercises provide in standard language classes: when students translate from English to French they are called upon to use specific vocabulary items in a narrowly defined syntactic context. By carefully choosing terminology and grammatical structures, the instructor can ensure that the students practice the forms which they will

encounter most commonly, or the constructions which non-native speakers find most difficult. Translation exercises can provide a means for students to practice French in a context which allows more creativity than manipulative activities such as pattern-response drills or fill-in-the-blank exercises; at the same time, the context is controlled enough to require the use of specific terms and syntactic structures. While a carefully designed exercise will focus on specific grammatical patterns and vocabulary, it will also allow students to practice their language skills generally, since the patterns and terms which the exercise emphasizes will be embedded in sentences. In other words, the students are not asked simply to translate an English word or expression with its French equivalent, but to form a complete French sentence, paying attention to details of syntax and morphology. Thus, such an activity reinforces linguistic skills in general, and not only those patterns which the instructor wishes to emphasize. Translation activities result, then, in "a higher overall competence" (Cordero 351). In addition to their role as a learning device, translation activities provide an excellent means of evaluating the students' progress in assimilating the vocabulary and structures taught in the course, since the ability to render in French a sentence or passage in the native language reflects the student's degree of fluency. Ideally, the student should be able to communicate concepts in French without filtering the ideas through the native English; however, few undergraduate students, even at the advanced level, have achieved this degree of linguistic competence, particularly in a commercial course where they are dealing with concepts which are often as foreign to them in English as they are in French. Although they provide only artificial communication practice, translation activities allow students to test their ability to use new vocabulary or

constructions in the realistic context of a sentence or passage. Translation exercises can serve two functions, then: Cordero (350) sums up this dual purpose when she notes that, "As an educational activity, translation is considered a learning device or a convenient means of verifying comprehension and accuracy."

Despite its value as a pedagogical tool, translation has frequently been discarded in recent years as an appropriate activity for the foreign language classroom. Such exercises are often associated with outmoded teaching approaches such as the grammar-translation method, which have been supplanted by pedagogical philosophies based on communicative competence. While it would be foolish to argue that students can become proficient in a foreign language through translation alone, the value of translation exercises for certain teaching situations should not be overlooked. Students will not seriously undermine their progress in French by engaging occasionally in such English-based activities, and the importance of these exercises as a learning device warrants their being included in many courses.

In the specific context of Commercial French courses, it is frequently the case that students are unfamiliar with the vocabulary of business and commerce not only in French, but also in English. Michael maintains, for example, that:

La première difficulté (et peut-être la plus importante) vient du fait que la plupart des étudiants n'ont à l'origine que des connaissances techniques ou commerciales minimales. Ils sont même ignorants dans leur propre langue quant au vocabulaire des affaires. Ça ne sert pas à grand-chose de dire à un étudiant qu'"un connaissance" correspond en anglais à "a bill of lading" étant donné que "bill of lading" pour eux ne correspond à rien (17).

It is in this situation that a well designed translation activity can be invaluable for helping students to assimilate new vocabulary, since exercises can be written in such a way that they reinforce in the student's mind the meaning of a technical term with which he or she may not be familiar even in English. Michael's example of the connaissance/bill of lading equivalence can be used as an illustration. If we simply ask the students how to say bill of lading in French, the fact that they can come up with connaissance does not reflect a true understanding of the word, since they may not comprehend it either in French or in English. On the other hand, we can ask students to translate a sentence containing the term, such as The bill of lading which accompanies the merchandise allows the purchaser to verify that his order has been filled correctly. In translating this sentence from English to French, not only does the student learn that the English expression bill of lading corresponds to the French connaissance, but also that both terms refer to a detailed packing list sent along with a filled order. The students reinforce their understanding of the expression because the sentence includes an explanation. Furthermore, the explanation itself necessarily involves a variety of related vocabulary; in this sentence, for example, we find merchandise, purchaser, order, and fill. Such an activity, then, results in a "higher overall competence" not only with respect to linguistic patterns, but also with respect to the specialized vocabulary of business and commerce.

So far we have noted that translation exercises are valuable in Commercial French courses because, as in other types of courses, they reinforce the correspondences between French and English. From another perspective, however, such activities can be used to the opposite end; that is, they can emphasize the differences between French and English. In the specific context

of Commercial French courses, translation exercises can help students appreciate the discrepancies between the two languages as regards appropriate business correspondence. This contrastive role of translation has long been noted in courses where such activities are used solely for increasing linguistic competence. In their famous work on comparative French and English stylistics, for example, Vinay and Darbelnet note that:

La comparaison de deux langues, si elle est pratiquée avec réflexion, permet de mieux faire ressortir les caractères et le comportement de chacune. Ici, ce qui compte, ce n'est pas le sens de l'énoncé, mais la façon dont procède une langue pour rendre ce sens. . . . Il semble donc que la traduction, non pour comprendre ni pour faire comprendre, mais pour observer le fonctionnement d'une langue par rapport à une autre, soit un procédé d'investigation (25).

Similarly, contrastive analysis, a method of linguistic investigation popular among language teachers in the seventies, maintains that by comparing the native language to the target language in order to identify the patterns in which they are the most like and the most different, instructors can predict where students will experience difficulties due to linguistic interference from the native language.³ Approaches such as comparative stylistics and contrastive analysis are based on the notion that much insight can be gained about the target language, and, ideally, about the native language also, if the two are closely analyzed for purposes of comparison and contrast. In other words, students can achieve a more thorough comprehension of a foreign language if they are aware of the extent to which it differs from their native language.

These theories, which necessitate that comparison between English and French form an integral part of the pedagogical approach, argue only for the linguistic advantages of translation and related activities; that is, they assume only that students' proficiency in using the target language will be enhanced by such exercises. For the purposes of Commercial French courses, contrastive translation activities can also enhance the students' cultural sensitivity by making obvious to them some of the differences between appropriate French and English business correspondence.

A rather trivial example can serve to illustrate how translation can be an effective tool for pointing out cultural differences. If students are asked to translate into French an English business letter which begins with Dear Sir, they may be tempted, because of linguistic and cultural interference from their native language, to render the salutation with its direct French translation Cher Monsieur. In translating Dear Sir with Cher Monsieur, however, they would significantly alter the linguistic register, moving from the formal level of the English greeting to the more intimate level of Cher Monsieur. Similarly, there is in the formal French business letter a tendency to amplify the message, to add a degree of courtesy and diplomacy by communicating in what often seems to English speakers a flowery and wordy manner. Writing a French letter in the more abrupt style typical of English business correspondence could be interpreted by the recipient as a lack of warmth or respect. Thus, for example, an English sentence such as Please confirm acceptance of our order by return should not be translated word for word into French, but reworked into the more elegant Nous vous prions de bien vouloir nous confirmer par retour de courrier l'acceptation de notre ordre.⁴

It follows, of course, that it would be totally inappropriate to render the French sentence literally in the English translation of a business letter as

We ask that you be quite willing to confirm to us by return the acceptance of our order.

When faced with the task of translating English business correspondence into French, students soon learn that such exercises involve more than simply finding French equivalents for each of the words and then stringing them together into grammatically correct sentences. Rather, they must analyze the letter in order to determine the message it conveys, and then they must rethink the way in which the message is communicated in order to express the same thoughts in a way which conforms to the social and cultural tenets of the French business world. Translation as it is used to enhance linguistic competence has been described as decoding a message and then "re-encoding" it in such a way that no information has been lost or gained, and that the form of the "re-encoded" message is grammatically and stylistically perfect in the second language (Cordero 351-52). The process of "re-encoding" in the translation of business letters is far more complicated than in other types of translation since it necessitates taking into account not only the linguistic considerations of vocabulary, syntax, and morphology, but also the cultural and sociolinguistic aspects of appropriate formal correspondence in the target language. Although translation in the highly structured context of business writing presents more difficulties than translation in situations allowing for a higher degree of variability in "re-encoding," it also offers more potential value as a pedagogical tool: through such exercises, students come to understand that an English business letter must be completely "re-encoded" in terms of new exigencies of language and courtesy in order to be rendered in correct and appropriate French.

Translation activities such as the ones described here cannot form the basis of a Commercial French course, nor do they need to be included in each

day's lesson plan. The effectiveness of translation activities should not be overlooked, however; Commercial French instructors should be aware of the value of such exercises as pedagogical tools. An exercise composed of a number of sentences illustrating or explaining the meanings of a list of new terms could reasonably be assigned after a chapter or section of the text has been read and discussed, and comprehension questions answered. For example, terms such as free on rail, time charter, bill of lading, and transit permit might be included in an exercise following a unit on modes of transportation. Because it is likely that many of the students will be unfamiliar with these expressions even in English, a translation exercise consisting of a number of sentences containing definitions or illustrations of recently studied vocabulary items will help to reinforce their comprehension of the terms in the native language as well as in French. Translating business letters also need not be a frequent activity in the Commercial French course; a few such exercises early in the term will help to make students aware of the differences in appropriate communication in the French and Anglo-Saxon business worlds. Once they have come to appreciate through translation of letters the cultural differences in commercial communication, they will be not only bilingual, but in effect bicultural, and thus prepared to compose original business letters which are both grammatically correct and socially appropriate.

Notes

¹ For the purposes of this paper the term "Commercial French course" refers to a beginning course in Business French, including both informational units on commerce, banking, advertising, and so on, and extensive practical training in the composing of business letters. Such a course would typically be taught at the advanced undergraduate level.

² Likewise, Guback notes in the preface to her Commercial French text that, "De très bonnes connaissances de la langue française sont indispensables pour assimiler tant la théorie que la correspondance" (v).

³ See, for example, Di Pietro, 2-13.

⁴ This example is adapted from Howard and Rose (78-79).

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PERSONALIZING AS A TEACHING AND MARKETING STRATEGY IN
AN INTRODUCTORY MODULE: WHY AND HOW

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Personalizing as a Teaching and Marketing Strategy: Why and How

Introduction

I'm an excellent teacher, but there isn't enough of me to go around. Today, I'm going to describe how, for three weeks during the semester, I arrange to teach two classes in one, how I introduce third semester students to commercial French, building an enrollment base for my advanced offerings, without frightening away those timid souls who prefer more traditional fare. My magic is two three week modules, one on contemporary French theater, the other on commercial French, taught simultaneously in our third semester class. I shall also describe how I organize the entire course on a modified PSI basis, motivating hard work and high level performance in a non-threatening atmosphere.¹

Both modules, scheduled at mid-semester, break the pace of our work; thanks in part to the modified PSI method, they show students that they can be successful handling subject matter in a foreign language, previewing the joys of our advanced program - just before pre-registration into classes for the upcoming semester. Use of the modules has also permitted us in some measure to satisfy requests from the School of Business that we introduce applied language early in our language sequence, an impossible task when there are not enough students to justify creating a special section apart from the regular offerings.

How to create a module

I choose a textbook which appears accessible to third semester students, in this case, for commercial French, Danilo's Le Français Commercial,² and for the literary option, Anouilh's Le Voyageur sans bagage and Sartre's Huis Clos.³ I then write a "packet", a detailed booklet of instructions which leads the students through the materials, explaining to them when to use the language laboratory, what homework to prepare, why and how, when to come to class, what to expect on the tests. Ideally I also provide a sample test for each week's work, with answers on a separate page, so that the students can do a "self-check" on their mastery of the materials before they come to class, and before the "real" in-class test. The packet breaks the material of the book into meaningful units, and provides keys and incentives for its mastery.

Teaching the module

In class, homework^{is} corrected by my advanced student proctors while I teach the class. The last ten minutes of the hour are reserved for small group sessions (groups of three to four students), led by me and by the proctors, where instant feedback on homework or class problems is provided, and for small group discussions in French of commercial situations, role playing, etc. Tests too are corrected individually in the presence of the student. Explanations of errors are given, and

discussed if necessary. If the student receives 45 (or higher) out of 50 he or she is given a two point bonus for finishing the unit on the first test, and is free on the re-testing day, a Friday. Those who receive less than 45 points return another day (Friday) for a second test, after which they receive the higher of the two grades. Further retesting would, I'm sure, be effective. I don't have time to write, administer, or correct more than two. I believe, however, that the mechanism of the course provides incentives and the means for mastery, making students "feel good" about their work in French, and pushing them to perform at a high level.

The module is personalized in the sense that the material is broken down into meaningful units; students are provided apparatus to work on their own; instant feed-back is provided on homework and testing; there is small group work; testing is mastery-based.

The module within the course and sequence of courses

The modules create no problems of articulation in our sequences: They are designed to complement the other activities in the rest of the course. During the other twelve weeks of the semester all students acquire certain basic skills and vocabulary; all complete the traditional third-semester grammar review; all use a culture/conversation text; all read two novels.⁴ And beyond that, for the first time in their experience, they have a choice for three short weeks of the subject matter they will

study. Thus, the modules make the course more attractive because midway through the semester:

1. students are provided a choice which is pleasing to them and to their academic advisors;
2. for those three weeks we can work in smaller groups;
3. for three concentrated weeks we learn language through the use of language, solving problems, and acquiring knowledge about subject matter;
4. the modules provide variety, breaking the pace of the semester;
5. because of the modified PSI method, the students are brought into close contact with successful advanced students who serve as proctors and models, inside class and out;
6. thanks to the modified PSI procedures, successful learning is promoted.

Why I chose the Danilo book

I chose Danilo's Le Français Commercial for the module for a number of reasons: It is moderate in cost; it has good tapes and interesting proficiency-based exercises, with corrections; the individual chapters are short; each, as a unit, is conceived and presented for individualized work. It is more difficult than the text I used previously (Fontenilles' La Vie des Affaires),⁵ but my students handled it successfully. Obviously, I could not expect to complete the 27 chapters of the text in three weeks.

I did expect my students to do more than a normal homework load, since they were required to be present only twice per week for class during the three week module and once or twice for testing. Their work at home and in the laboratory was thus more intense, as was our work in class, because of the smaller groups and concentrated focus. I assigned two chapters for each meeting, and was therefore able to cover chapters one through twelve, plus commercial correspondence and related activities. The twelve chapters, assigned two per meeting, cover, among other subjects, presentations on the different legal forms of business, publicity, sales, administration, financing, banking, accounting, etc., and are adequate for the sort of introduction I want to provide.

How I taught two modules at the same time

Ideally, but life is rarely ideal, in a class of twenty students, ten will choose the literature module, and ten will choose to work in commercial French. I see each group for course work twice a week for the three weeks, literature students on Tuesdays and Thursdays, "français commercial" students on Mondays and Wednesdays. The first group is tested weekly on Fridays, with mastery retesting on Mondays; the second group, the students in commercial French, comes for its weekly test on Thursdays, with retesting, as I mentioned above, on Fridays. Because of the system of bonus points (two extra points for 45 or higher out of 50 on the first test), the students are motivated to do well

on the first of the two possible tests. A 45 on Thursday also earns them a highly appreciated "free day", Friday for those in the commercial French option.

Testing

Each test includes written and oral work, and, as I said, is corrected in front of the student, who receives feedback on areas not mastered. Thus, the tests are learning instruments, providing a third day of instruction each week; weaker students, those who retest, have a fourth day of reinforcement when they return, after further study, for retesting. Oral testing is done in the hall outside the classroom by the proctors, and graded on a one to five scale. This oral testing takes the form of job interviews, telephone orders, etc. These five to ten minute "situations" are in addition oral practice in French, done one-to-one.

Practical considerations

1. Certain days of the week some students will be in class; others will be taking tests. I need an additional classroom and proctor-monitors on Thursdays and Mondays.
2. It is important to select competent, motivated proctors, and to meet with them as a group at least once a week. At this meeting we check for weak points in instruction, in the materials, in the homework, in testing. The meeting also helps me to monitor the accuracy of the proctors'

corrections and their grading of written and oral work. We give two units of academic credit for proctoring (P/NC). It's a hard job, and deserves more. It is an honored position, however, and aspired to by those coming up through the ranks.

3. Some students, after beginning a module, decide they want to switch groups. I don't permit this after the first meeting; our pace is too fast. Moreover, during those three weeks I don't have extra time to help them catch up. The experience is exhilarating, but tiring.

Conclusion

The system I have described is attractive for my college because:

1. It serves the need to move some students more quickly into subject matter fields in French.
2. Advanced students can acquire experience teaching and using language by serving as proctors in the class; their presence extends the "community" of language learning.
3. One class and one teacher are able to serve more than one public, without sacrificing traditional goals.

Within our French program the method provides an effective marketing device because:

1. It provides an attractive preview of the content and methods of the advanced program, demonstrating to students that they can be successful using French to master subject matter, and drawing them into advanced courses, applied

and literary.

2. The third semester course can be used as a stepping-stone to the advanced commercial French program, and to our advanced literature courses. Exceptional students, once identified, can skip the fourth semester class which is the standard pre-requisite for advanced work.

The best measure of success is, of course, student commitment, success, retention. The course plan and methods I have described may be responsible for increases in both traditional and non-traditional enrollments in our advanced courses. Advanced literature classes have begun once again to draw upon an outside clientèle, non-majors joining majors, and my advanced commercial French students, including all who have skipped a semester, have fared well on the Certificat Pratique, and some on the Diplôme Supérieur exams of the Chambre de Commerce et d'Industrie de Paris.

Notes

1. PSI, "Personalized System of Instruction", or the "Keller Plan".
The seminal book on this method is: Keller, Fred S. and J. Gilmour Sherman, PSI, The Keller Plan Handbook, W. A. Benjamin, Inc. (Menlo Park, California, 1974).
2. Danilo, Michel, Odile Challe et Pierre Morel, Le Français Commercial, Presses Pocket (Paris, 1985).
3. The excellent edition of Anouilh's work by Diane Birckbichler, Ann Dubé and Walter Meiden provides self helps, critical apparatus, exercises and questions which can be easily adapted to the PSI format: Anouilh, Jean, Le Voyageur sans bagage, Holt, Rinehart and Winston (New York, 1973). For Huis Clos I use the school edition by Jacques Hardré and George B. Daniel: Sartre, J.-P., Huis Clos, Prentice-Hall (Englewood Cliffs, New Jersey, 1962). The literary packet and my first commercial packet were prepared during an NEH summer workshop on individualized instruction at Ohio State University in 1981.
4. The overall syllabus for the course, the PSI packet and two tests for each unit are included in the appendix of this paper.
5. Fontenilles, Alfred and Mark Heimerdinger, La Vie des affaires, Macmillan (New York, 1981).

Appendix

Options A - B: Français 23

Vous devez déjà vous sentir plus solide en français. Il est temps alors de nous mettre à de nouvelles activités. Finies pour le moment les révisions, finies nos discussions générales sur la vie contemporaine. Nous vous proposons maintenant un choix:

Option A.

Etude du français des affaires; aperçus sur l'économie française et son fonctionnement.

Vous apprendrez à composer un curriculum vitae, à écrire une lettre commerciale, à conduire un interview en français, à parler au téléphone, à écrire des chèques, à vous servir des services du bureau de poste; vous apprendrez des éléments de base sur l'économie et sur les procédés du commerce.

Si vous choisissez de faire cette option vous viendrez en classe à l'heure normale, mais seulement le lundi et le mercredi. En classe nous travaillerons ensemble les problèmes qui vous auront peut-être un peu troublé; nous discuterons aussi le contenu des textes de la semaine en vue de vous donner certaines capacités linguistiques actives en français des affaires. Vous ferez des travaux écrits chez vous et certains travaux oraux au laboratoire.

Texte: Danilo, Le Français Commercial, Presses Pocket (Paris, 1985).

Durée de l'unité: 3 semaines.

Examens: Il y aura chaque semaine un petit examen sur les matières couvertes pendant la semaine. Horaire des examens: le jeudi et le vendredi à l'heure de la classe. Il suffit de recevoir 45 points à l'examen du jeudi pour être exempt du suivant. Ceux qui réussiront la première fois (jeudi) recevront en outre une prime de deux points supplémentaires.

-ou-

Option B.

Etude de textes littéraires. Vous apprendrez à analyser des textes littéraires, par écrit au moyen de rédactions "guidées", et oralement à l'aide de discussions en classe. Vous acquerrez donc une plus grande facilité en français et certaines capacités linguistiques et intellectuelles vous permettant de travailler plus facilement dans les sciences humaines.

Si vous choisissez de faire l'Option B, vous viendrez en classe à l'heure normale, mais seulement le mardi et le jeudi. En classe nous travaillerons ensemble les problèmes qui vous auront peut-être un peu troublé; nous discuterons les textes de la semaine et écouterons vos compte-rendus oraux. Chez vous, vous préparerez les textes, vous ferez certains exercices écrits et vous écrirez des rédactions sur des sujets qui vous seront proposés en classe.

Textes: Anouilh, Le Voyageur sans bagage et
J.-P. Sartre, Huis Clos.

Durée de l'unité: 3 semaines.

Examens: Il y aura chaque semaine un petit examen sur les matières couvertes pendant la semaine. Horaire des examens: le vendredi et le lundi à l'heure de la classe. Il suffit de recevoir 45 points à l'examen de vendredi pour être exempt du suivant. Ceux qui réussiront la première fois (vendredi) recevront une prime de deux points supplémentaires.

Vous voilà donc devant une décision capitale!... Venez me voir dans mon bureau (WPC 200) si tout ceci vous inquiète. Et - bon courage!

Option A

Le Français Commercial et Économique

Texte: Danilo, Le Français Commercial, Presses Pocket (Paris, 1985).

Laboratoire: Les dialogues du texte sont enregistrés sur cassette. Écoutez chaque dialogue avant de commencer le travail du chapitre; écoutez une fois livre ouvert, une seconde fois livre fermé.

Vous pouvez emprunter une copie de ces cassettes pour l'écouter chez vous si vous le désirez.

Texte: Suivez le "Mode d'emploi" présenté dans l'Avant-Propos du livre (précédant la page I).

Avant de commencer votre travail, feuillotez les Annexes (p. 259 et suiv.). Le Lexique (p. 268 et suiv.) et la liste des Sigles et Abréviations (p. 297 et suiv.) sont particulièrement utiles.

1er lundi: Préparation

Dans cette colonne
cochez les activités
accomplies:

- _____ Lisez l'Introduction, p. I-IV. Les notes sur le vocabulaire renvoient aux "Remarques" de la p. IV.
- _____ Écoutez 1-A1 (p. 2) au laboratoire (une fois livre ouvert, une fois livre fermé).
- _____ Apprenez le nouveau vocabulaire.
- _____ Écoutez 1-A3 au laboratoire (p. 4).
- _____ Apprenez le nouveau vocabulaire.
- _____ Étudiez les documents 1-3 (1-B1, 1-B2, 1-B3).
- _____ Faites les exercices 1-4 (p. 8-9).
- _____ Vérifiez vos réponses, p. 10 (Soyons honnêtes!)
- _____ Étudiez 1-D1 (p. 10).
- _____ Écoutez le dialogue 2-A1
- _____ Apprenez le nouveau vocabulaire.
- _____ Documents 2-B1-2-B3.
- _____ Exercices 2-C1-2-C3
- _____ Vérification exercices (p. 18).
- _____ Étudiez 2-D1, 2-D2.
- _____ Écrivez (2/3 d'une page) une petite histoire de l'Entreprise Pulvérix.

1er mercredi: Préparation

_____ Dialogues 3-A1, 3-A3 (laboratoire).

_____ Vocabulaire

_____ Documents 3-B1-3-B3

_____ Exercices 3-C1-3-C3

_____ Vérification (3-D3)

_____ Etudiez 3-D1 et 3-D2.

_____ Dialogue 4-A1 (Laboratoire)

_____ Vocabulaire

_____ Documents 4-B1, 4-B2 et 4-B3.

_____ Exercices 4-C1 et 4-C2

_____ Vérification (4-C3)

_____ Etudiez 4-D1 et 4-D2

_____ Regardez la présentation de la lettre commerciale, p. 194-201.

_____ Les paragraphes et informations suivants forment le texte d'une lettre (réponse au document 3-B2), mais ils ont été mis dans le désordre. Retrouvez le bon ordre, et copiez la lettre en bonne forme sur une feuille de paper, en suivant le modèle p. 194-195.

-Monsieur Claude ROY
107, rue Lebeau
14300 CAEN

V/Réf. votre lettre du 11 mai
N/Réf: AP/jf 0023
Objet: poste de Secrétaire Général

-A Paris, Le 15 mai 1985

-Pulvérix
S.A. au capital de 18.000.000f
21, rue du Moulin
7730 FONTAINEBLEAU

-Nous avons pris bonne note de votre candidature au poste de Secrétaire Général.

-Dans l'attente de vous voir, nous vous prions, Monsieur, de croire à l'expression de nos sentiments distingués.

-Monsieur,

-Nous accusons réception de votre lettre du 11 mai et pièces jointes, et vous en remercions.

-Vous voudrez bien vous présenter pour un entretien dans nos bureaux le lundi 16 mai à 15h.30. Si cette date ne vous convenait pas, nous vous demandons de téléphoner au Secrétariat de la Direction du Personnel pour fixer un nouveau rendez-vous.

-Annie Paillet
Directeur du Personnel

2e lundi: Préparation

_____ Dialogue 5-A1 (laboratoire)

_____ Vocabulaire

_____ Documents 5-B1 - 5-B3

_____ Exercices 5-C1 - 5-C3

_____ Vérification (5-D3)

_____ 5-D1 - 5-D2

_____ Dialogue 6-A1

_____ Vocabulaire

_____ Documents 6-B1- 6B3

_____ Exercices 6-C1 - 6-C3

_____ Vérification 6D-3

_____ 6-D1 et 6D2

_____ Les paragraphes et informations suivants forment le texte d'une lettre, mais ils ont été mis dans le désordre. Retrouvez le bon ordre, et copiez la lettre en bonne forme sur une feuille de papier, en suivant le modèle p. 194-195.

-A Paris, Le 30 mai 1985

-N/Réf. PM/rk 25

V/Réf. Balance Pulvérix: Campagne Publicitaire

Objet: Projet de Lancement

-Monsieur,

-Madame Michèle Dumont, Responsable de Publicité

Pulvérix, S.A.

21, rue du Moulin

7730 FONTAINEBLEAU

-PUBLI-AZUR

S.A. au capital de 6.000.000f

79, avenue des Champs-Élysées

75001 PARIS

-Pierre Magnan

Chef de Publicité

-Veuillez agréer, Monsieur, mes salutations distinguées.

-J'ai été ravi de vous rencontrer la semaine dernière et de pouvoir discuter avec vous des divers aspects de la campagne de promotion et de publicité pour la nouvelle balance électronique Pulvérix.

-Comme convenu, je vous adresse le projet définitif. J'ai tenu compte de certaines de vos remarques et suggestions concernant la publicité dans la presse. Nous avons réduit la part réservée à la publicité dans les cinémas pour augmenter celle de l'affichage dans les principaux centres commerciaux.

-P.J. Projet de campagne-lancement de la balance électronique Pulvérix.

-Si vous comparez nos prévisions actuelles avec le budget initial, vous verrez qu'il nous reste une somme de 100.000 Francs qui pourra être utilisée à la promotion sur les points de vente.

-Je vous enverrai au début du mois de juin une estimation plus précise. En attendant, comme nous devons sans retard réserver l'espace publicitaire et signer les contrats avec les stations de radio, je vous serais obligé de me faire parvenir votre accord sur l'ensemble du plan dès que possible.

Sujets à méditer:

- le rôle du slogan en publicité
- le rôle de la publicité dans une société de consommation
- niveaux d'appel de la publicité:
 - conscient
 - préconscient
 - inconscient
- motivations touchées par la publicité:
 - le sexe
 - la sécurité
 - la subsistance

2e mercredi: Préparation

Dialogue 7A-1 (laboratoire)

Vocabulaire

Documents 7-B1- 7-B4

Exercices 7-C1 - 7C3

Vérification (7-D1)

7-D2 - 7D3

Dialogue 8A-1 (laboratoire)

Vocabulaire

Documents 8-B1 - 8-B4

Exercices 8-C1- 8-C3

_____ Vérification (8-D3)

_____ 8-D1 - 8-D2

_____ Vous êtes Louis Favier. Répondez par lettre au document 8-B2, exprimant vos regrets au sujet de l'absence de Monsieur Lagarde, mais indiquant votre compréhension du problème et votre accord. Suivez les modèles, p. 194-201.

3e lundi: Préparation

_____ Dialogue 9-A1 (laboratoire)

_____ Vocabulaire

_____ Documents 9-B1 - 9-B2

_____ Exercices 9-C1- 9-C3

_____ Vérification (9-D3)

_____ 9-D1 - 9D2

_____ Dialogue 10-A1 (laboratoire)

_____ Vocabulaire

_____ Documents 10-B1 - 10-B5

_____ Exercices 10-C1 - 10-C3

_____ Vérification (10-D3)

_____ 10-D1 - 10-D2

_____ Répondez par lettre à la lettre suivante, expliquant que vos services comptables ont été désorganisés par le départ de votre chef comptable. Vous venez de le remplacer et votre chèque en paiement de la facture 8321 B du 9 septembre est joint à ce pli:

Messieurs,

Nous attirons votre attention sur le fait que vous n'avez pas encore réglé notre facture 8321 B du 9 septembre, malgré deux lettres de rappel de notre part.

Nous nous voyons dans l'obligation d'interrompre l'exécution de votre prochaine commande et nous réservons le droit de recouvrer cette dette par voie de justice, si le paiement n'intervenait pas d'ici huit jours.

Nous vous prions d'agréer, Messieurs, nos sentiments distingués.

_____ Voyez les modèles, p. 194-201.

3e mercredi: Préparation

- _____ Dialogue 11-A1 (laboratoire)
- _____ Vocabulaire
- _____ Documents 11-B1 - 11-B5
- _____ Exercices 11-C1 - 11-C3
- _____ Vérification (11-D3)
- _____ 11-D1 - 11-D2
- _____ Dialogue 12-A1 (laboratoire)
- _____ Documents 12-B1 - 12-B-2
- _____ Exercices 12-C1 - 12-C3
- _____ Vérification (12-D3)
- _____ 12-D1 - 12-D2

Pour lundi prochain, voir le programme général du semestre auquel nous revenons.

Français 23 Ala-1

Nom _____

Oral _____ Note _____

A. Complétez la phrase: (réponses possibles en bas de page)

1. Un _____ est une enquête par laquelle on établit des statistiques sur le goût, l'opinion, les désirs des gens.

2. La priorité est dans l'identification des besoins du marché.

L'approche _____, c'est construire l'offre en fonction de la demande potentielle.

3. Le _____ social est l'adresse légale de la société anonyme.

4. Les _____ permettent une redistribution des revenus de la population et encouragent les parents à avoir de plus grandes familles.

5. Dans les affaires, le _____ est un rival commercial.

6. L'_____ des salaires permet leur augmentation avec l'augmentation du coût de la vie.

7. C'est le Président et ses directeurs qui sont responsables de la _____ de la Société Anonyme.

8. Pour devenir "propriétaire" d'une Société Anonyme un individu fait acheter des _____ à la bourse.

9. Une assurance _____ vous fournit une certaine protection de vos revenus si vous perdez votre travail.

10. Le _____ est une sorte d'histoire de votre vie, de votre formation et de votre expérience dans le monde du travail. Vous le soumettez au Service Personnel au moment où vous demandez un poste.

11. L'_____ présente sous forme schématique les positions de responsabilité dans l'entreprise et leur ordre hiérarchique.

12. Le moulin à café, le moulin à légumes, la balance électronique font partie de la _____ de produits de la Société Pulvérix.

13. La _____ sociale est le nom légal de la société anonyme.

14. Les produits passent du producteur au consommateur par un _____ de distribution.

- | | | | |
|------------|---------------|---------------------------|-------------|
| a. C.V. | e. réseau | i. allocations familiales | m. actions |
| b. SARL | f. concurrent | j. dénomination | n. siège |
| c. gestion | g. marketing | k. indexation | o. chômage |
| d. sondage | h. gamme | l. organigramme | p. retraite |

Ala-2

B. Donnez un mot de la même famille. (Exemple. exporter: exportation)

15. acheteur

16. fournir

17. consommateur

18. vendre

19. assurer

20. horaire

C. (Réponses a.-i. suivent)	avantages	désavantages
1.2. Société de personnes en nom collectif	_____	_____
23.24. entreprise individuelle	_____	_____
25.26. Société anonyme	_____	_____

Réponses: a. tous les associés sont solidairement responsables des dettes de l'entreprise; b. facilité de prendre des décisions; c. la collecte des dettes est difficile; d. convenable pour un petit groupe d'associés qui s'entendent bien et qui veulent réunir leurs capitaux personnels pour le bien du groupe; e. financement relativement facile: peut vendre des actions à la bourse; f. le propriétaire seul est responsable des dettes de l'entreprise; g. on ne peut vendre sa part qu'avec l'accord des autres associés; h. très peu de possibilités de contrôle personnel, puisque l'entreprise est gouvernée par un Conseil d'Administration et un Président, dont la politique est approuvée par les propriétaires à l'Assemblée Générale; i. n'existe que sous la forme d'une coopérative.

D. Rédiger une phrase interrogative en remettant dans l'ordre correct les éléments suivants:

27.28. combien/sont allés/dans son bureau/de gens?

29.30. vous/que/votre banquier/a dit?

E. Expliquez la loi de l'offre et de la demande.

31.32.

Ala-3

F. Dans une lettre commerciale où met-on l'adresse du destinataire?

33.

G. Quelle formule de politesse correspond à "Sincerely yours," dans une lettre commerciale en français?

34.

H. Remplacez les mots en italique dans chaque phrase pour en garder le sens.

35. Il faut transformer _____ le statut de la société.

36. Il nous faudra faire appel _____ aux banques.

37. Vous n'êtes pas responsable des dettes contractées _____ par la société.

38. Les banques peuvent _____ vous proposer des prêts.

39. Il est aventureux d'accroître _____ nos charges.

40. Les apports des nouveaux associés viendront s'ajouter _____ au capital actuel.

a. modifier; b. emprunter; c. accorder; d. sont en mesure de
e. compléteront le f. en difficulté; g. est la propriété de
h. dangereux; i. engagées; j. augmenter

I. Ecrivez une petite histoire de la société Pulvérix.

41.-45.

J. Partie orale. (5 points) Vous êtes candidat pour la position de Chef de Marketing chez Pulvérix. Vous vous présentez pour l'entrevue.

A. Indiquez quelle forme de l'entreprise convient aux explications et aux expressions suivantes:

- a. entreprise individuelle
- b. société de personnes en nom collectif
- c. société anonyme

- ___ 1. un actionnaire
- ___ 2. responsabilité personnelle du propriétaire pour les dettes de l'entreprise
- ___ 3. besoin de l'accord des autres associés pour vendre sa part
- ___ 4. gérée au plus haut niveau par un PDG et un Conseil d'Administration
- ___ 5. peut financer son expansion par la vente d'actions à la bourse
- ___ 6. responsable des pertes jusqu'à la limite de son apport
- ___ 7. responsabilité totale du groupe d'associés pour les dettes
- ___ 8. contrôle personnel du propriétaire des décisions affectant l'entreprise

B. Donnez un mot de la même famille. (Exemple: importer: importation).

- 9. gérer
- 10. former
- 11. investir
- 12. remboursement
- 13. société
- 14. bénéficiaire

C. Nommez:

- 15. un produit électroménager
- 16. une Société Anonyme
- 17. une Société Nationale (nationalisée)

D.

- 18. Quel est l'âge normal de la retraite aux Etats-Unis?

Alb-2

E. Complétez la phrase: (réponses possibles en bas de page)

19. Le nombre maxium des _____ d'une SARL est 50.
20. L'organigramme montre l'organisation _____ ou fonctionnelle de l'entreprise.
21. L'indexation des salaires permet à l'individu une certaine protection de ces revenus contre _____.
22. Quand une entreprise veut embaucher du personnel administratif elle annonce le poste dans la presse, en demandant aux candidats éventuels de lui envoyer une lettre manuscrite, leur _____, photo et prétentions.
23. Un concurrent est _____ commercial.
24. Le sondage est _____ qui vise à faire connaître les goûts, désirs, opinions, etc. du consommateur.
25. La dénomination sociale est _____ légal d'une société anonyme.
26. Le siège social est _____ légale d'une société anonyme.
27. Les études de marketing ont pour but de permettre à l'entreprise de connaître ou de créer _____.
28. La distribution _____ fait partie de la politique d'augmentation de la population du pays.
29. Chez Pulvérix des _____ de productivité récompensent les ouvriers dont la productivité est élevée.
30. Le réseau de _____ de ce produit est assez vaste; il passe par des grossistes et est éventuellement vendu dans des supermarchés, des magasins populaires et des grands magasins.
- a. hiérarchique
b. d'allocations familiales
c. un rival
d. l'adresse
e. distribution
f. associés
g. primes
h. l'inflation
i. une enquête
j. C.V.
k. le nom
l. un marché
m. la BNP
n. le chômage

F. Voici un dialogue où ne figurent que les réponses; imaginez les questions:

31. Q.

R. Ça va bien, merci.

32. Q.

R. Trente-cinq ans.

33. Q.

R. Dans une agence de tourisme à Genève.

34. Q.

R. Je suis interprète.

35. Q.

R. De 8 heures du matin à 17 heures.

36. Q.

R. Non bien sûr, jamais le week-end.

37. Q.

R. Non, seulement l'espagnol.

G. Modèle. -le candidat n'est pas venu

-il a eu peur d'échouer

Si le candidat n'est pas venu c'est qu'il a eu peur d'échouer.

38. l'employé est arrivé en retard

39. le comptable n'a pas voulu vous payer

40. la grève continue

41. sa femme ne travaille pas à l'extérieur

42. l'entreprise a perdu beaucoup d'argent

43. l'entrée du magasin est interdite

44. les ateliers sont occupés par les ouvriers

45. nous voulons rester ici

a. le lancement du produit a échoué; b. le spectacle est intéressant;

c. la direction ne veut pas négocier; d. il a manqué son train;

e. elle s'occupe de sa famille; f. vous n'avez pas apporté la

facture; g. les vendeurs font l'inventaire; h. la sécurité est mal assurée

H. Partie orale. (5 points) Pourquoi il faut changer la forme juridique de Pulvérix (Société de personnes - Société Anonyme).

A. Passage du produit du fournisseur jusqu'à l'acheteur. Etablissez le bon ordre (chronologique):

- | | |
|---------------------------|----|
| 1. la facturation | 1. |
| 2. le service après-vente | 2. |
| 3. la commande | 3. |
| 4. le règlement | 4. |
| 5. la livraison | 5. |
| 6. l'accusé de réception | 6. |

B. Les conditions de livraison. Donnez un exemple pour chaque question.

7. Comment est-ce que le produit sera livré?
8. Quand est-ce qu'il sera livré?
9. Qui paiera la charge du transport?

...franco...

C. Les conditions de paiement. Donnez un exemple pour chaque question.

10. Quand est-ce que le client paiera?
11. Comment paiera-t-il?
12. De quelles réductions du prix bénéficiera-t-il?

D. Donnez un mot de la même famille:

- | | |
|------------------|--------------|
| 13. a. lancement | b. commande |
| 14. a. publicité | b. livraison |
| 15. a. commerce | b. affiche |
| 16. a. ménage | b. réclamer |

E. Analyse de la conception, du lancement et de la commercialisation d'un produit: un calendrier (les filles de sororité de UOP):

Etape 1: naissance de l'idée. Que va-t-on produire et vendre? un calendrier.

17. Etape 2: analyse de l'idée:

18.19. Etape 3: étude de marché

-analyse de l'offre:

-analyse de la demande:

Option A, 2e semaine a-2

F. Donnez des exemples des médias par lesquels on peut communiquer la publicité:

20.

21.

22.

G. Donnez un synonyme:

23. marge bénéficiaire

24. règlement

H. Chaque représentant de la société Pulvérux est payé un (salaire) fixe; en plus du fixe il gagne:

25. une _____ qui représente un pourcentage de la valeur des produits qu'il a vendus.

I. Donnez deux exemples des moyens de promotion d'un produit:

26.

27.

J. Compléter les phrases de la colonne de gauche par les éléments de la colonne de droite: (chaque élément ne doit servir qu'une fois)

- | | |
|------------------------------------|---|
| a. Ne laissez pas | 1. vous inciteront à nous passer un commande. |
| b. Une commande d'essai | 2. le bon de commande ci-joint. |
| c. Service après-vente | 3. pour paiement comptant. |
| d. Offre valable | 4. vous garantit un service excellent |
| e. Cette offre est sans | 5. passer cette occasion unique |
| f. 2% d'escompte | 6. assuré. |
| g. Notre longue expérience | 7. vous convaincra de la qualité de nos produits. |
| h. Retournez-nous | 8. notre documentation sur nos appareils. |
| i. Sur demande nous vous enverrons | 9. jusqu'à la fin du mois. |
| j. Nous espérons que ces bas prix | 10. engagement de notre part. |

K. Relier les trois éléments des phrases suivantes en y mettant "c'est pourquoi" et "en conséquence".

38. Vous avez accepté les conditions de l'offre/j'ai aussitôt établi le bon de commande/vous serez livré prochainement.

Option A, 2e semaine a-3

39. Une erreur s'est glissée dans le tarif/le prix établi est faux/
il doit être rectifié.

40. La marchandise est arrivée en mauvais état/vous avez déposé une
réclamation auprès du transporteur/c'est lui qui vous dédommagera.

L. Partie écrite: devoirs (5 points)

M. Partie orale: (5 points) Vous vous appelez Michel(e) Marcher.
Il y a trois semaines vous avez commandé par téléphone 35 balances
électroniques à la Société Pulvérix. Cette commande orale a été
confirmée par votre lettre du 20 octobre qui a accompagné le bon
de commande. Hier vous avez reçu la livraison des 35 balances.
Mais aujourd'hui vous avez reçu la facture pour 45 balances.
Vous téléphonez à la Société Pulvérix demander la correction de
l'erreur. Il faut rendre bien clair qui vous êtes, les conditions
de la commande que vous avez passée et confirmée, le nombre d'unités
que vous avez reçues, l'erreur que vous avez trouvée sur la facture.
Au début la secrétaire hésitera; éventuellement, après avoir demandé
des explications, elle acceptera d'annuler la facture. Elle vous
en fera parvenir une nouvelle. Elle s'excusera.

A. Choisissez l'expression de la colonne de droite qui correspond à l'expression de la colonne de droite:

- | | |
|----------------------------|--|
| 1. facture | a. tout ce qui entoure le produit pour le protéger pendant la livraison; ex. le paquet, la caisse, etc. |
| 2. bon de garantie | b. paiement |
| 3. emballage | c. action de transporter un produit du fournisseur à l'acheteur |
| 4. bon de commande | d. demande de paiement (formulaire) |
| 5. remise | e. un formulaire (imprimé) par lequel un producteur assure l'acheteur de l'entretien, de la réparation et/ou du remplacement d'un produit défectueux |
| 6. livraison | f. formulaire que l'acheteur envoie au fournisseur et sur lequel l'acheteur indique les produits qu'il désire acheter |
| 7. rabais | g. profit |
| 8. port dû | h. chef dans un grand restaurant |
| 9. franco magasin | i. le transport est payé par l'acheteur au moment de la livraison |
| 10. publicité de rendement | j. une grande surface |
| 11. publicité de lancement | k. réduction de prix à cause d'un défaut de qualité |
| 12. bénéfice | l. le transport est payé par le fournisseur jusqu'au commerce de l'acheteur |
| | m. une campagne faite pour introduire un nouveau produit sur le marché |
| | n. réduction de prix à cause de la qualité de l'acheteur (revendeur, étudiant, etc.) ou à cause de la quantité importante d'unités qu'il achète |
| | o. une campagne faite pour augmenter les ventes d'un produit qui est déjà connu par le public |
| | p. réclame non-expédiée |

B. Donnez un mot de la même famille:

- | | |
|------------------|--------------|
| 13.a. réclame | b. affichage |
| 14.a. commerçant | b. livreur |
| 15.a. lancement | b. règlement |
| 16.a. coûter | b. facture |

Option A, 2e semaine b-2

C. Niveaux de sélectivité des principaux médias.

- Réponses possibles: a. permet de sélectionner certains segments du marché des consommateurs
 b. peu sélectif
 c. éphémère; n'est pas conservée par le consommateur

17. télévision

18. presse quotidienne

19. affichage

20. radio

21. presse périodique (L'Express, Historia, etc.)

D. Traduisez en américain l'expression soulignée:

22. Chaque représentant de Pulvérix reçoit un fixe et aussi une commission; celle-ci représente un pourcentage de la valeur des produits qu'il a vendus.

23. Pulvérix accorde un escompte de règlement à tout acheteur qui règle en espèces.

24. Si nous n'avons pas un stock de ce produit dans notre magasin nous le ferons venir de l'entrepôt de Fontainebleau.

E. Choisir dans la deuxième colonne la réponse qui correspond à chacune des questions de la première colonne. Utilisez chaque réponse seulement une fois.

- | | |
|---|--|
| 1. Vous en voulez plus? | a. J'en prendrai beaucoup. |
| 2. Combien vous en faut-il? | b. Oui, c'est assez. |
| 3. Vous en prendrez combien? | c. Il m'en faut pas mal. |
| 4. Quelle quantité exactement? | d. 35 cm par 50, et 20 de haut. |
| 5. Ça suffit? | e. Un peu plus. |
| 6. Qu'est-ce que vous avez commandé? | f. A peu près 50 kilos. |
| 7. C'est quel montant? 2.150F? | g. Je ne sais pas... une vingtaine. |
| 8. Quelles sont les mesures de la caisse? | h. J'ai réservé 25 caisses. |
| 9. En voulez-vous de différents modèles? | i. C'est exact. |
| 10. Ça pèse combien? | j. Ah non, il m'en faut douze pareils. |

Option A, 2e semaine b-3

F. Faire correspondre les éléments de la première colonne avec ceux de la seconde pour reconstituer un texte. Utiliser chaque élément une fois seulement.

- | | |
|--------------------------------------|------------------------------|
| 1. Ils sont sortis... | a. devant l'entrée. |
| 2. puis sont montés... | b. dans un taxi |
| 3. qui les a conduits... | c. dans l'immeuble. |
| 4. Il s'est arrêté... | d. de l'hôtel |
| 5. Les deux hommes sont descendus... | e. jusqu'au siège social. |
| 6. et sont alors entrés.... | f. qui les a fait s'asseoir. |
| | g. du taxi. |

G. Devoirs (5 points).

H. Partie orale (5 points).

Vous désirez

La naissance d'une idée: produire et vendre une nouvelle sorte de calendrier. Expliquez comment vous avez analysé cette idée, d'abord en ce qui concerne le financement de la production et de la distribution, ensuite expliquez la nature de l'étude du marché que vous avez faite. Ensuite parlez de sa commercialisation et de son lancement. .

A. Expressions équivalentes.

- | | |
|-----------------------|------------------------|
| 1. lettre de change | a. sans provision |
| 2. régler | b. payer |
| 3. virement | c. transfert |
| 4. à découvert | d. profit |
| 5. valeurs mobilières | e. remboursement |
| 6. bénéfice | f. payer |
| | g. actions/obligations |
| | h. à terme |
| | i. traite |

B. Mots de la même famille:

7. virement
8. régler
9. remboursement
10. action
11. obligation

C. Qu'est-ce qu'une lettre de change? A quoi sert-elle?

12.-13.

D. Sur une lettre de change, qui est le tireur? le tiré? (fournisseur, acheteur?)

14,

E. Qu'est-ce qu'un billet à ordre? A quoi sert-il?

15. 16.

F. Sur un billet à ordre, qui est le tireur? le bénéficiaire?

17.

G. Que veut dire: "faire escompter une lettre de change à la banque"?

18.19.

3e semaine a-2

H. Paiement à terme; paiement à tempérament. Quelle est la différence?

20.21.

I. Pourquoi achète-t-on des actions? Donnez deux raisons.

22.

23.

J. La personne qui achète une obligation est créancier de l'entreprise. Expliquez.

24.

K. Que vend l'agent de change?

25.

L. Donnez un exemple d'une valeur immobilière; d'une valeur mobilière.

26.

27.

M. Au compte de résultat, qu'est-ce qui correspond aux rentrées de devises? aux sorties de devises? (crédits/débits)

28.

N. Dans un bilan, pourquoi est-ce que les mobilisations et les immobilisations de l'entreprise sont indiquées sous "Passif"?

29.

O. Qu'est-ce que l'autofinancement?

30.

P. Que veut dire: "investir dans la pierre"?

31.

Q. Qu'est-ce qu'une "Société mère"?

32.

R. Compléter les phrases suivantes avec les éléments proposés.

33. Si ce marché vous intéresse,
34. Au cas où nous aurions prévu une telle montée des cours,
35. En admettant que cet investissement soit rentable,
36. Une entreprise ne peut pas s'autofinancer à 100%,
37. Notre entreprise engagera des capitaux,
38. Cette société est à racheter,
39. Je vous apporterai le contrat demain,
40. Si vous vendez ces actions avec bénéfice,

- a. sous réserve de l'accord de son conseil d'administration.
- b. nous aurions acheté plus d'actions de cette société.
- c. à condition que l'intérêt proposé soit suffisant.
- d. sauf empêchement.
- e. nous pouvons signer un accord immédiatement.
- f. à moins qu'elle fasse des bénéfices énormes.
- g. il faudrait encore que je dispose de l'argent nécessaire.
- h. vous devrez payer un impôt.

S. Partie orale. Parlez de l'épargne. Quels sont les investissements possibles? Leurs avantages, leurs désavantages? (5 points)

T. Vous travaillez chez un revendeur important. Votre patron vous demande d'écrire à Pulvérix pour leur demander leur dernier catalogue. Ecrivez la lettre. Inventez les informations (en tête, références, etc.) dont vous avez besoin. (5 points)

A. Utiliser chaque expression une fois seulement.

- a. lettre de change
- b. régler
- c. virer
- d. sans provision
- e. créancier
- f. propriétaire
- g. tireur
- h. tiré
- j. billet à ordre

1. On n'a pas le droit d'écrire un chèque sur un compte _____.

2. C'est le fournisseur qui est _____ d'une lettre de change.

3. On peut faire escompter une _____ à la banque en payant les intérêts et les agios.

4.5.L'obligataire est _____ de l'entreprise, tandis que

l'actionnaire est _____

6. On peut demander à la banque de _____ une somme d'argent d'un compte à un autre.

7. L'acheteur est le _____ d'une traite.

8. Le _____ est une promesse de paiement signée par l'acheteur.

9.On peut se servir d'une carte de crédit, de devises, d'un chèque pour _____ une facture.

B. Mots de la même famille:

- 10. virer
- 11. régler
- 12. obligataire
- 13. actionnaire
- 14. remboursement

C.

15. L'intermédiaire à qui on paie une commission pour la vente et

l'achat de valeurs mobilières à la Bourse s'appelle _____
(a. un commissionnaire; b. un agent de change; c. un valorisé.)

Option A, 3e semaine b-2

D. Pourquoi achète-t-on des actions? (3 raisons)

16.

17.

18.

E. Pourquoi est-ce que l'on appelle l'or "une valeur refuge"?

19.

F. Expliquez ce que c'est qu'un crédit. un débit. (sur un compte de résultat)

20.

21.

G. Sur un bilan est-ce que le capital social de l'entreprise est considéré du côté de l'Actif ou du Passif?

22.

H. Donnez trois moyens par lesquels une société anonyme peut financer une expansion. Mentionner la source du capital pour chaque exemple.

23.

24.

25.

I. Du point de vue juridique, qu'est-ce qu'une "filiale"?

26.

J. Expliquez ce proverbe: "Ne mettez pas tous vos oeufs dans le même panier."

27.

K. Qu'est-ce qu'une "immobilisation"?

28.

L. Qu'est-ce qu'une valeur mobilière?

29.

M. Paiement à terme; paiement à tempérament. Quelle est la différence?

30. 31.

Option A - 3e semaine, b-3

N. Remplir les blancs du texte suivant à l'aide des termes proposés, dont chacun ne peut servir qu'une fois.

-Chaque année, le (32) _____ de l'entreprise doit établir un (33) _____.

A gauche, on trouve l' (34) _____ dans lequel sont indiqués tous les (35) _____ et, à droite, le (36) _____, qui indique l'origine des (37) _____.

-Le compte de (38) _____ décrit les (39) _____ et les (40) _____ financières de l'entreprise. Le résultat peut être soit un bénéfice si elle gagne de l'argent, soit une perte si elle en perd.

a. sorties; b. résultat; c. comptable; d. exercice; e. rentrées;
f. ressources; i. bilan; j. actif; k. passif; l. comptabilité;
m. emplois.

O. Partie orale. (5 points) Parlez de l'entreprise que vous désirez établir, de sa forme juridique (pourquoi cette forme-la?); comment est-ce que vous allez financer son établissement? Quelle sera l'organisation des services et du contrôle de gestion? Le réseau de distribution des produits? La publicité? etc., etc.

P. Remplissez le chèque ci-joint à l'ordre de Jean-Paul Favier et au montant de 3.000 francs. Ajoutez toute indication nécessaire. Signez-le. (5 points)

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Intermediate French
Modified PSI
lundi-vendredi, 10h., WPC 203
automne 1985

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Perfectionnement du français parlé et écrit. Acquisition de certaines connaissances culturelles. Options en français commercial et littéraire. A la fin de ce cours vous devriez pouvoir vous exprimer correctement et avec aise à un niveau non-technique sur des sujets ordinaires et même abstraits: vous pourrez lire sans dictionnaire des oeuvres littéraires; ceux qui choisiront l'option commerciale pourront lire des textes économiques simples et écrire des lettres commerciales.

TEXTES:

Carlut et Meiden, French for Oral and Written Review (fowr)
Carlut et Meiden, Exercise Manual (em)
Françoise Sagan, Bonjour Tristesse (bt)
Campagna, Points de Vue (pdv)
De Harven, Suivez la piste (sp)
Option 1:
Anouilh, Le Voyageur sans bagage (vsb)
Sartre, Huis Clos (hc)
Option 2:
Danilo, Le Français Commercial (fc)

LABORATOIRE:

Le laboratoire (WPC 219) est ouvert tous les jours (sauf le samedi et le dimanche) de 8 heures du matin à 5 heures du soir et de 7 heures à 9 heures du soir le lundi, le mardi, le mercredi et le jeudi. Les heures d'ouverture pendant le weekend vous seront annoncées ultérieurement. Sur demande, les assistants vous fourniront les cassettes dont vous aurez besoin, et qui devront être utilisées avant leur emploi en classe. Certaines cassettes peuvent être empruntées pour un emploi en dehors du laboratoire. Une bonne partie de votre travail dans em, sp, hc et fc doit être préparée à l'aide d'enregistrements. Les exercices de em correspondent en plus facile aux chapitres de fowr. Les chapitres de sp vous seront donnés en groupes de trois; l'enregistrement de chaque groupe dure environ vingt minutes. Comme préparation pour la classe écoutez la leçon deux fois au laboratoire, une fois livre ouvert, une deuxième fois livre fermé, avec le but de tout suivre sans regarder le texte. Cette répétition est un bon exercice de langue, et vous aidera à vous rappeler le vocabulaire sans l'étudier autrement.

EN CLASSE:

Les exercices de fowr (et parfois de em) seront corrigés en classe (généralement le lundi et le mardi). Les autres textes formeront matière de discussion et de rédaction. Il y aura une petite épreuve de 15 minutes environ chaque fois que nous traiterons sp. D'ordinaire c'est le mercredi et le vendredi qui sont les jours d'examen pour les leçons de fowr.

EXAMENS:

Examen presque hebdomadaire sur four. Ceux qui n'auront pas obtenu une note minimum de 45 à cet examen devront passer un nouvel examen sur les mêmes matières vendredi à la même heure. Ceux qui sont absents le mercredi recevront un "0" pour l'examen de cette session-là. Ils auront néanmoins le droit de participer à la session de vendredi. Ceux qui finissent l'examen de mercredi avec une note supérieure à 45 auront droit à une prime de 2 points (supplémentaires). Ceux qui répètent l'examen auront droit à la plus élevée des notes reçues. Ceux qui peuvent justifier officiellement une absence à un examen (maladie, mort dans la famille, etc.) auront droit à passer l'examen une fois seulement (vendredi, par exemple, s'ils étaient absents mercredi).

Il y aura de petits examens de compréhension sur sp chaque fois que ce texte est traité en classe. Ils ne peuvent pas être repassés. Il y aura 7 dictées pendant le semestre. Les 5 meilleures seront comptées dans la note. Pour recevoir une note finale vous êtes obligé de recevoir une note "passable" à 10 rédactions.

Au cours de la deuxième moitié du semestre chaque étudiant passera un examen sur ses capacités orales (50 points).

Examen de fin de semestre: obligatoire (et ne peut pas être repassé).

Présence, participation, préparation: obligatoires.

CALCUL DE LA NOTE DU SEMESTRE:

Examens four (10) dont chacun compte 30 points	= 300
Examens sp (8) dont chacun compte 10 points	= 80
Examens de l'option (3) dont chacun compte 30 points	= 150
Dictées (5 sur 7) dont chacun compte 10 points	= 50
Rédactions (10) dont chacun compte 5 points	= 50
Examen oral (capacités orales)	= 50
Présence-Participation (-5 pts x chaque absence au delà de 3	= 100
Examen de fin de semestre	= 150
Total	1220 points

A	1159+
A-	1098+
B+	1073+
B	1037+
B-	976+
C+	931+
C	915+
C-	854+
D+	829+
D	793+
D-	732+
F	moins de 732

A passing grade for the semester indicates satisfactory completion of all assigned activities. The P/NC option is inappropriate for this course because of its modified PSI format.

PROGRAMME

	En classe	Au laboratoire
27 août	Introduction	
28	pdv 8-12	fowr II
29	pdv 13-20	sp 1-3
30	congé	
2 septembre	congé	
3	fowr II ABCDEGIJ	
4	Examen fowr II	
5	sp 1-3	fowr III
6	Examen fowr II	sp 4-6
9	fowr III AEDFHI	
10	sp 4-6 (rédaction)	
11	Examen fowr III	sp 7-9
12	sp 7-9 (dictée)	
13	Examen fowr III	fowr VIII
16	fowr VIII ACEG	
17	em VIII 1-4; pdv 22-33	
18	Examen fowr VIII	sp 10-12
19	sp 10-12 (rédaction)	
20	Examen fowr VIII	fowr VI
23	fowr VI ACE	
24	em VI (rédaction)	
25	Examen fowr VI	sp 13-15
26	sp 13-15 (rédaction)	
27	Examen fowr VI	fowr VII
30	fowr VII ACDEFGHI	sp 16-18
1er octobre	sp 16-18 (rédaction)	
2	Examen fowr VII	sp 19-21
3	sp 19-21 (dictée)	
4	Examen fowr VII	fowr IV
7	fowr IV ABCDE	
8	em 1-7; fowr IV GHKL	
9	Examen fowr IV	sp 22-25
10	sp 22-25 (dictée)	
11	Examen fowr IV	fowr V
14	fowr V ACEGI	
15	em V 1-7; fowr V KL (rédaction)	
16	Examen fowr V	
17	pdv 99-112 (rédaction)	
18	Examen fowr V	fc
21	Options littéraires et commerciales	
22		fc
23		
24		
25		fc

28		
29		fc
30		
31		hc
1er novembre		fc
4		hc
5		fc
6		hc
7		
8		fowr X
11	fowr X ABCEF	
12	em X (dictée)	
13	Examen fowr X	
14	pdv 75-83 (rédaction)	
15	Examen fowr X	fowr XI
18	fowr XI ABCD	fowr XI
19	fowr XI EFHJ	
20	pdv 141-150 (dictée)	fowr XI
21	fowr XI LNPQ	
22		fowr XI
25	pdv	
26	pdv	
congé		
2 décembre	em XI	
3	pdv 46-52 (dictée)	
4	Examen fowr XI	
5	bt (dictée)	
6	Examen fowr XI	
9	bt (rédaction)	
10	bt	
11	bt	
12	bt (rédaction)	
13	Révision	

Examen de fin de semestre: vendredi, le 20 décembre, 8h.-11h., WPC 203

The University Honor Code is an essential element in academic integrity. It is a violation of the Honor Code to give or receive information from another student during an examination; to use unauthorized sources during an examination; or to submit all or part of someone else's work or ideas as one's own. If a student violates the Honor Code, the faculty member may refer the matter to the Office of Student Life. If found guilty, the student may be penalized with failure of the assignment or failure of the course. The student may also be reprimanded or suspended from the University. A complete statement of the Honor Code may be found in the Student Handbook, Tiger Lore.

PERCEPTIONS OF WAYS IN WHICH FRENCH AND AMERICAN
BUSINESS PRACTICES REFLECT CULTURAL DIFFERENCES

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Title: Perceptions of Ways in which French and American Business Practices Reflect Cultural Differences

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The analysis of a system in which one lives and works is difficult precisely because the assumptions that one takes the most for granted are rarely verbalized. As a consequence, an outsider may describe the structures and dynamics of a system more clearly than an insider who is affected by those structures at an unconscious, or at least unspoken, level. Yet insiders do attempt analyses: scholars ranging from speech act theoreticians to Michel Foucault have analyzed the powerful conventions that determine what may-- or may not-- be said. American scholars have distanced themselves from the culture of the American business world and have described not only its dynamics and structures, but also ways of taking advantage of the principles uncovered to improve a company's situation. One such text, Corporate Cultures: The Rites and Rituals of Corporate Lives, by Terrence E. Deal and Allen A. Kennedy, explicitly points to the shared assumptions that control behavior in American companies.¹

The use of the word "culture" is not accidental: the authors find that the constellation of features that determine who may talk to whom, what values are shared, and how one relates to his (usually his) fellow workers is crucial. Corporate success is

not, in their view, a function of the manipulation of numbers. Similar conclusions are reached in another book intended for a broad, non-specialist audience, In Search of Excellence. Its authors, Thomas J. Peters and Robert H. Waterman, Jr., like Deal and Kennedy, use the term "culture" as they describe what characterizes America's best-run companies.²

Peters and Waterman, in In Search of Excellence, abstract a set of descriptors that successful companies appear to share, for example, a bias for action and a concern for the customer. Deal and Kennedy, on the other hand, suggest that even within the group of highly-esteemed companies that all four authors discuss-- GE, IBM, McDonald's, among others-- different models may apply. Deal and Kennedy identify differences among successful companies, opposing, for example, what they call the "tough-guy, macho" culture, with high risks and quick feedback, to the "bet-your-company" culture, characterized by long delays in getting feedback. Not even within one country is there one cultural model shared by all successful companies.

Deal and Kennedy claim that managers can have a positive impact by prizing certain values, or even by making the values that they hold explicit. In pointing out that teaching of this sort can play a significant role, the authors suggest that what works is not so automatic as we might assume. We are forcibly reminded-- if we need to be-- that values are taught and that there is an important element of relativism in what appears to be "normal" and "natural."

These books give us a starting-point for comparing the institutions of different cultures. But it would not be satisfactory simply to take the grids and charts and principles from an American book and attempt to describe non-American companies in those terms. The texts themselves are culture-bound. Some attitudes described may indeed feel natural to Americans-- of course everyone wants to get ahead-- but there is no reason to assume that employees in all companies throughout the world have identical motivations. The value of these texts is more to encourage investigation than to provide a single model for analysis of corporate cultures.

For teachers preparing students to compete internationally are supposed to concentrate on culture. That is the message that has rung loudly throughout the years of this Eastern Michigan University conference. Each year, speakers from the corporate world have pleaded, "Teach your students about the culture." The problem, of course, is that American-born teachers of second languages may have a limited knowledge of the target culture themselves despite their efforts, and most teachers are completely ignorant of any corporate culture, American or foreign. Thus to identify a culture of business is to compound a difficulty: those of us who are non-native teachers of second languages must teach our students something of which we have little first-hand knowledge.

One may approach the problem in several ways, including drawing upon information available in print and on videotape

(for example the video series "Made in France," developed by Dr. Robert Crane and his associates in Lyon³) and interviewing people from the culture in question. Interviewing is not necessarily scientific, and in what I have heard, there are surely biases. (One person whom I interviewed, for example, knew that he would not be spending much more time in his job.) But the perceptions that these people have shared help direct attention to problematic areas: behavior in business meetings, the content in social exchanges, to name several.

A review of literature on the topic reveals general books with useful information: John Ardagh's France in the 1980s: The Definitive Book⁴ and Theodore Zeldin's The French.⁵ The one that sounds the most relevant, Doing Business Abroad, is entertaining, but so broad that it devotes only a page or so to any given country.⁶

If one does focus on a particular country, in this case, on France, certain somewhat academic themes begin to recur, concerns of interest for a commercial French course. They include:

1. Discussion of the role of the state in French business
2. Consideration of what a French analyst of companies expects to find when looking at a company, what the norm is.
3. Proposals for improving companies' situations.

Available sources of information on these topics range from discussions of economic theory to case studies.⁷ Of particular interest is a recent work, Paroles d'entreprises, in which the author, Henri Vacquin, lets readers hear the words of all those

involved with a company torn by a strike, from the most powerful to the lowliest.⁸ Their comments are at once revealing and fascinating.

Topics such as those listed above receive attention in an ever-expanding body of literature on management and public policy. If the focus is narrowed, however, to questions of differences in kinds of interaction among people in companies, there is much less direct information available. With respect to the question of these less concrete differences, there appear to be two vastly different categories of response: one, that there really are no significant differences between people in French and American companies, and two, that there are.

Those who hold the first view maintain that "good" is international, that models which work are absolutely applicable across cultures, and that, furthermore, successful companies on both sides of the Atlantic, at least, share the same virtues. That was the view held by one of my interviewees. And Jacques Maisonrouge, recently retired top-level IBM executive, in his autobiography Manager international encourages a global view, stressing what can be accomplished by like-minded people from all over the world.⁹ In fact, Maisonrouge includes extremely pertinent cross-cultural information in his work and freely characterizes "the French" and "the Americans." Yet his themes and indeed his career attest that differences need not be an obstacle.

The second category of response is that people in other

cultures do behave differently and that those differences are important, virtually unconscious, and unlikely to vanish rapidly. To paraphrase the title of a recent book by Michel Crozier, one does not change the world by decree.¹⁰

To give a precise example: in the literature cited above there is much discussion of information and how it should be handled in companies. In Search of Excellence is explicit on the subject: good American companies are those that encourage free and informal exchange of opinions among workers at all levels. "(Excellent companies) are obsessed about widely sharing information and preventing secrecy."¹¹ That book is translated into French¹² ; it is displayed in France with current best-sellers, and its tenets are echoed in books by French authors, like L'Entreprise du troisième type.¹³

And yet, the people whom I have interviewed are unanimous on this point: information is not handled the same way in French and American companies, despite apparent accord on the principle involved. The point should not be that one nationality group is right and the other is wrong. The point is to help our students become aware that their assumptions about practices relating to communication might not be shared in a non-American company.

The specifics: One person whom I interviewed said that the perception of information in the French company for which he worked is completely different from anything that he had known in the United States. (The speaker was that unusual American, the bilingual holder of an MBA.) His point: information belongs to

certain units on the French company's organizational chart. There is not only no interest in sharing that information; quite the contrary, it is kept "at home." One of his colleagues supported the contention: what you do with information that you get is sit on it, put it in your filing cabinet, keep it for your division of the company and try to be the first to do something good with it.

A comparable report comes from the head of one of France's most prosperous small companies, Giles Fuchs, the president of Nina Ricci, who has been gracious enough to talk with my colleague Susan Terrio from Elizabethtown College and me on several occasions. He explained that he would not encourage employees below a certain management level to express their opinions about projects for the future-- projected new directions for the company to take by introducing a new product, for example. The amount of information deemed appropriate for a person to have and use is clearly tied to the perception of structural relationships within the company. Monsieur Fuchs presented the stand as both reasonable and normal: the discussion that would result from such an overture on his part to those not normally party to such decision making would effectively stop the company short by taking precedence over people's real jobs while they articulated and argued their points of view.

Fuchs' statements make the link between information, decision-making, and hierarchy clear. The notions that cultural differences determine who may participate in planning is

discussed in some detail by William W. George, Vice-President of Honeywell, Inc., in an article which appeared in French in Harvard-L'Expansion, summer, 1983.¹⁴ Contrasting the informal style of Silicon Valley companies with hierarchized decision-making typical in Europe, he writes: "(the President of CII-Honeywell Bull) must get not only the approval of the three principal stockholders of the company, but also that of a certain number of high-level government officials on the necessary support for financing the project... (The director of Yamatake-Honeywell in Japan) insists that each of his three principal directors show his support of a project by signing before the project is undertaken." With respect to discussion and decision-making, George points out the contrast between the informality of the American companies and the rigidity of Honeywell's European and Japanese subsidiaries, but notes the consequence of the procedure in Japan is that development time for a project is 30% less than it is in America or Europe. Our value judgment that the Japanese procedure is overly bureaucratic, he suggests, must be kept in perspective.¹⁵

George also contrasts the expectations of Americans and Europeans with respect to the ability of their superiors to provide information, referring to a study done by André Laurent at the INSEAD of Fontainebleau: "Eighteen percent" --only 18%-- "of Americans questioned felt that a manager should be able to give precise answers to most of the questions that his subordinates could ask." This capability was judged important by

53% of the French managers interviewed and 78% of the Japanese.

George paints the sad portrait of the new French manager in an American company waiting to be asked those questions to which he wants to give precise replies (the questions are simply not forthcoming), and reminds us that management styles cannot simply be transplanted from one culture to another.¹⁶

These perceptions relating to information and decision-making do not surprise: those who have studied the French and France for a long time are not surprised to come across the presence of hierarchies. What is interesting, though, is the notion of establishing reference points of this sort with the eventual aim of putting together a guide that will be of use to people who want to deal, specifically, with France, and more specifically with the corporate culture of France. Gleanings of information could form the basis for a useful manual, and were there enough gleanings, the sense of fragmentation that exists when one comes across relevant insights would not be so frustrating as it is now. Such a manual, a text that to the best of my knowledge does not yet exist, could be most useful for students in the future. By collecting this sort of information and by focusing on the ways in which differences among companies reflect cultural diversity, we can help our students develop the understanding and sensitivity needed in an international environment.

FOOTNOTES

- ¹(Reading, Massachusetts: Addison-Wesley, 1982).
- ²(1982; New York: Warner Books, 1984).
- ³Information may be obtained by writing to Dr. Crane at the Groupe Ecole Supérieure de Commerce de Lyon, 23, avenue Guy de Collongue, B.P. 174, 69132 Ecully Cédex, France.
- ⁴(New York: Penguin, 1982).
- ⁵(1983; London: Fontana, 1984).
- ⁶Gavin Kennedy, (New York: Simon and Schuster, 1985).
- ⁷Works of interest include Jean Brilman, Modèles culturels et performances économiques: Les hommes, les entreprises, les Etats (Boulogne-Billancourt: Editions Hommes et Techniques, 1981); François Ewald, L'Etat Providence (Paris: Grasset, 1986); Jacques Lambert, Politiques globales de communication interne: Douze études de cas d'entreprises (Paris: Entreprise Moderne d'Edition, 1981); Daniel Mothé-Gautrat, Pour une nouvelle culture d'entreprise (Paris: Editions La Découverte, 1986).
- ⁸(Paris: Seuil, 1986).
- ⁹(Paris: Robert Laffont, 1985).
- ¹⁰On ne change pas la société par décret (Paris: Grasset, 1979).
- ¹¹Peters and Waterman 251.
- ¹²Title of French translation: La Passion de l'Excellence (Paris: Interéditions, 1985).
- ¹³Georges Archier and Hervé Sérieyx, (Paris: Seuil, 1984).
- ¹⁴"Management européen ou américain?" 70-75.
- ¹⁵George 71.
- ¹⁶George 71-2.

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ESTABLISHING A BUSINESS INTERNSHIP PROGRAM IN
COMMERCIAL FRENCH: A CASE STUDY

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ESTABLISHING A BUSINESS INTERNSHIP PROGRAM IN COMMERCIAL FRENCH: A CASE STUDY.

In the summer of 1985, the French department of the University of Wisconsin-Madison, in cooperation with the School of Business implemented an internship program in France, through which a group of French and Business students spent four weeks in a small or medium-sized business in the South of France. The first year of the program was made possible by a close cooperation between the American institution and Marseille's Regional Chamber of Commerce.

In the present paper I propose to highlight the program's background, present the parties involved, review the 1985 program so as to underscore the difficulties we met at each stage of the program's implementation, and recount how the obstacles were overcome. What choices were made in the program design and what lessons were drawn. I will then discuss the changes which are being put into place for the coming summer. Lastly, in the light of my experience with this program, I will suggest how to identify interests abroad (institutions, school, business groups), how to approach them, and conversely where to look for support in the home institution.

To begin with, let this paper be a tribute to the two remarkable people with whom I have been fortunate to work on this program and without whose tenacity, enthusiasm, resourcefulness the program would never have come into being. This would be my first and strongest remark: only a deep, frank, thorough cooperation between a group of individuals, personally responsible and committed, can make a program work, particularly when this program involves different fields and countries. Therefore, it appears most important for new initiatives in this area to be launched only once these primary sources of individual commitment have been identified.

As for me, this initial step owes a lot to chance. In the summer of 1984 I happened to be at Marseille's Regional Chamber of Commerce (RCC), where I was gathering information and documentation. Chance had it that one of the interviewees had just been back from the U.S. and was curious and puzzled by our teaching business French to American students. We conversed about business programs and I shared with him my feeling that our students would both personally and professionally benefit greatly from an internship period.

Three parties are involved in our business study abroad program. The first one is the Marseille's Regional Chamber of Commerce whose role as the French counterpart is crucial. Our association with this institution gives the program its main asset: a great flexibility and resourcefulness in terms of location and nature of the participating companies. A Regional Chamber of Commerce has the same functions as a departmental Chamber of Commerce; its competence (representation of businesses; studies for economic development) is expanded to several "departments". Thanks to the RCC we have access - in theory at least - to firms working in three sectors -primary, secondary, tertiary-, firms of all sizes, in any part in the Provence-Alpes-Côte-d'Azur region. In terms of research opportunities, we are only beginning to see the richness of the resources which we might be able to tap.

On this side of the Atlantic the program is co-sponsored by the School of Business and the French Department. The program is administered and supported financially by the business School. I first approached our office in charge of international programs. The nature of our undertaking, however, was more likely to appeal to the business and more particularly to the International Business Department. I was advised to contact a business professor who, in the past, had already been involved with France and whom I found a genuine and

enthusiastic interest in French culture. He proved to be an excellent intermediary with the rest of the Business School and, needless to say, his expertise in business added strength to our program.

Lastly, the internship program comes in the wake of a personal effort to develop and upgrade our business French program, composed of a sequential two-semester course. After all the lecturing, the readings and in the in-class simulation, it appeared to me that my best contribution would be to enable students to get into a French business, to observe its workings and to acquire a personal and first-hand idea of the state of the French economy and the basic mechanisms of doing business in France.

Moreover, the internship program was creating a significant bridge between a language program and the Business School where one sees a growing interest in foreign languages. Various initiatives- a certificate in International Business with a strong language component, the impending Center of International Business- underscore this new trend.

In view of our French and Business base, four objectives were defined:

- 1)-to enable the students to acquire an understanding of current practices of selected French firms.
- 2)-to allow the students to gain competency in French business language, based on a daily exposure to business situations, through the observations and the study of the firm's past and present projects and related activities.
- 3)-French firms will be made aware of Franco-American business opportunities in the Midwest and of our interest in them as partners in trade.
- 4)-the students will gain an understanding of international business, thanks to the flow of exchanges between the South of France and the E.E.C., on the one hand, and Africa, on the other.

Our first group of participating companies would be small to medium-sized and would all be dealing with solar energy (research, design, engineering, manufacturing, selling and exporting the different solar products); the targeted students participants would be advanced undergraduates with fluency in French (among the Business French students primarily, but also business students with adequate level of French); the time would be the summer and the span, four weeks.

Let me add that in designing the program to meet these parameters, choices were made, some solutions adopted, others rejected. There exists a lot of alternatives to the format we came to. Each internship can be tailored to meet the needs of each business French program.

Once the goals had been set, my business colleague and myself started meeting on a weekly basis. We kept in close contact with our French counterpart at the RCC in Marseilles in order to work out the logistical details of the stay and to develop each internship as they became available.

Even if one senses approval for such an undertaking, careful public relations steps have to be taken. The success of a program depends heavily upon the degree of support within one's own department. The broader the base, the better the chances for long-term success. It has been pointed out already by colleagues teaching in business French, that a Literature department may show hostility towards what would be perceived as useless, unworthy activities. Fortunately at the University of Wisconsin, this hostility does not exist openly. I nevertheless found it essential to inform those of my colleagues in the department in charge of course development, on a regular and often informal basis. One can thus sense the extent of the consensus, the degree of support and anticipate the objections that may surface in departmental meetings.

In my department, the new initiative was well received and when less so, it was, at the worst, neutral. The growing enrollment in business French helped; the interdisciplinary approach the association with the School of Business was the determining factor. It carried a sense of true innovation and shifted the delicate questions of finances to them. Conversely, the association with a foreign language department met the new international business orientation.

The task left ahead was to find the suitable course frame from which would depend essential questions for the Viability of the program such as credits, staffing, and offering, among others. Several options were presented to us and we resorted to a summer directed study course granting credits in French or Business. It is probably the least committal ~~form~~ for the University, at this experimental stage, as well as was, ^{at} the time, the easiest to implement. Although course frames vary a great deal from institution to institution, one may want to consider the most elementary one, to start with, when falling short of the initial desire to establish a summer program on the same model as a semester abroad one, with some administrative structure in the country (office, director..). Whenever such a structure is considered, many more elements come into play, such renting space, hiring staff, maintaining contacts, etc...

Two easy alternatives exist to this heavy and costly set up. One would be to look into the already existing facilities your institution might have abroad, and use them when they are not being used (during the summer, for example). The other would be to take advantage of the connections your university/college might have with another U.S. institution to use their administration as well. In our case, our contact person in France spared us a lot of administrative intervention since he is primarily dealing directly with the company and with us, in many ways acting as our proxy to the companies

during the year. Nevertheless, we use our Junior Year Abroad office in Aix as a base during th time we are there. It would no be possible otherwise, for one needs a place to regroup, reflect, consult at regular intervals during the internship program.

The summer directed study format for the program makes it a self-contained unit. Registration takes place before departure, and credit is given when we return.

The main originality is that our students' goals are to study, research and participate in the company's life. Regular internships are work and company oriented. Interns learn a job-related skill or a series of skills. Interns, in our directed study abroad program primarily observe and conduct a study on the various components of the business they are in. The study encompasses the history, structure, workings (interaction, decision making process) of the company, along with an investigation of the company's economic environment, and an assessment of the company's market, competitors, distribution network and customers.

In the first stage, our interns are not performing a task for the company. The host company is under friendly scrutiny and lends itself to it by providing the students with all the necessary elements to complete their study, such as a copy of the company by-laws. Besides reading the materials, students spend most of their time interviewing key company employees who provide them with additional information and often essential insight in the company life and history.

At a second stage, the interns perform a job in the company. The task can range from secretarial responsibilities (telephone, sorting out mail, answering letters) to an original contribution to one aspect of the company activity, in keeping with the student's specialty and the company's need (for instance,

last year a student in accounting and computer science wrote a new program for her host firm).

My business colleague prepares the study guide that the intern will use in the company. The guide is the reference document on which the students base their internship report. This report is a key element in our evaluation of the student's performance, although it is not, the only one.

We thought it essential to identify in each company a person who would serve as a "responsable de stage" (internship supervisor), to facilitate the student's access to materials, provide information and insight, and serve as an intermediary to the other personnel. To find such a person was easy, and in most cases, the company head or his/her assistant volunteered for the part. Thus, although the intern is immersed in a French company, he or she can resort to a group of people from here and from France for advice, suggestions, discussions and guidance in their discovery of a sample of the French business world.

There remained the questions of selection and financing. Although it was late in the year, we had no difficulty finding candidates for the positions. Our contact in France had secured seven internship positions, five of which were in small to medium-size firms dealing with the design, manufacture and sale of solar products, one was at the Chamber of Commerce and the other in an import-export business, all of which in the Marseilles Aix-en-Provence area. We first asked our students for a resume, in French and in English, based on the French model for a curriculum vitae, highlighting the courses, the job experience directly relevant to the internship along with the motives for the internship and what they wish to do in the company. A copy of all the resumes was sent to our counterpart at the SEC. The overall experience in the summer indicated that the selection process is to give primary consideration to the

level of French and to previous experience of the French culture, such as a prolonged stay in France, we noticed too that the business world is an entity unknown to American students of French, even if they have stayed in the country. The immersion in a foreign firm, although exciting, is psychologically demanding. The adjustment must be fast, and therefore the whole situation can cause anxiety. We noted that the anxiety was inversely proportionate to the level of French and the familiarity with the culture.

I do not imply however that fluency in French is the only issue. Students with very little or no business background will not go very far either. The business knowledge and preparation needed to take the Certificate Pratique will provide enough knowledge to participate in a study and research internship. Students at that level have a good knowledge of basic business terminology, experience in business letter writing, some notions of company law.

Financing is often the cutting edge in our endeavors. The role of my business colleague at that point was essential. Our financial needs were basically of two sorts: money for expenses incurred by the program's director on his on-site company visits and meetings with the students; money for our French counterpart to reimburse his expenses linked with finding internship positions, (travel, phone-calls and part of his time).

Expenses such as we were planning were below the minimum. A real budget for an internship varies a lot according to the nature of the program, whether a faculty presence abroad is needed or not, whether the companies contribute financially or not. Yet, our budget allowed us to fulfill an ideal project to launch a cooperation between French/Business and the Regional Chamber of Commerce. We were able to invite our French contact for a week's visit on campus, which we use to advertise our program widely, and also set up a series of meetings with the business, to better prepare them for the tasks to come.

Our contact knew every company very well and provided the students with information and documents. Lastly, we had our contact, who has a Doctorate in Economics, give a talk on the French economy and the regions.

Funding remains one of our major concerns. In these times of budgetary constraints, my business colleague and my self strive for the highest possible percentage of self-funding for the program. Last year we made an appeal to Wisconsin companies with subsidiaries abroad and vice versa, French companies in Wisconsin, describing our program and asking for support. It was a sheer disappointment. Thirty-five letters were sent, for which we received polite replies but no money. Consequently, we have had to change tactics and think through our funding strategy. While noting that our program performs an important educational function and promotes a better understanding between countries, we also present ourselves as a source of personal contacts, information and documentation regarding French business matters. Moreover, we are working with our person in charge of outside contributions for the University. We hope that our funding efforts will allow us to offer students a modest stipend, when needed, to reduce their financial burden.

A good number of internship programs are based on a exchange of students. The American institution finds internships of the French and vice versa. Ours is not. One may wonder what the companies and the RCC gain in return for the time and energy they devote to our students. In exchange for their cooperation, we have become the unofficial correspondent of the RCC in the Midwest, facilitating contacts with US firms. For example, when our counterpart from France visited us last year we arranged for him to meet with various solar experts, to visit the regional solar lab and to have an interview with officials from the Economic Department of Ohio. This year, we hope to organize, and

partly finance, a business trip for the host firms during which various visits and appointments would be made by us, according to their sources of interest.

Reading our students' reports, interviewing the companies' executives and our contact in Marseille, we can be proud that our first objective, that of gaining competency in the Foreign language for business, has been fully reached. The key to this success was the total immersion of the students and their tasks in their companies. The main difficulties we experienced were related to goals three and four and deal with the exposure to the firm's activity and the possibility of learning about current practices by observing the firm. The students found it hard to learn from a company file and what they learned was too often bits and pieces about company law, accounting, contracts and customers.

It showed us that in spite of all our research, the preparation was not enough. Each student must come in with a basic, precise, well structured and expandable project to be carried out. This year careful attention is paid to the pre-internship period where, besides the general research project, a special project is developed in conjunction with the firm, calling upon the students' strength and interests. For instance, a marketing major will set up, conduct and analyze a marketing survey for a new line of solar products. Lastly, I would like to recapitulate by giving an outline of the changes put into place for this year. It will be indication of where we are going. The internship period will be longer, five weeks instead of four. A whole week will be devoted to visits and conferences. Several talks are planned; one on the French economy and the rest on business in the South of France. Internships are becoming, more specialized. The student's research must use the firm's development needs. Lastly, the range of businesses involved is wider: banking, agro-business, and import-export.

As a conclusion, here are a few points you may want to consider before launching out. First of all, an internship program is not a panacea. The business French courses are our main concern. The internships add an exciting and challenging dimension to the courses. They build up students' confidence and competence. It seems important to reflect upon where and how the program should be intergraded in the business French classes. The better an internship program can be intergraded in the business and culture syllabus, the more easily it will be accepted and supported by the faculty. The internship program should be felt as part of a continuum.

An internship program can take many forms. It can be a few weeks to a few months long; between a four to six weeks internship and a six month one, the difference is considerable, not only in time, but also in organization. In my opinion, at the undergraduate level, a two month internship in a medium-size French company could be beneficial at all levels.

Some internships are paid, others are not. Ours were not last year. You may find easier to have French companies commit themselves to a short period of time which does not cost them anything. However, in the interest of the firms as well as the interest of students, it is better to arrange for some sort of compensation. If the firms contribute financially, they are likely to spend time thinking about what they want the students to do and express their needs, which we can meet by matching those needs with our students' skills and desires.

I would caution against sending students to work in French firms for the sake of it. Unless the students are already specialized, the commitment of the firms clear, the contents of the work period well stated, one should not commit one's institution. An internship program must allow our educational goals to be expressed and enable us to structure the program in the best possible way to meet these goals.

What alternatives exist to make contacts with French companies to implement a business internship program abroad? Such a program can be directly built in the summer program, or Junior Year abroad program. A few study and research internships can be arranged by your representatives there and, to complement, an adequate program of courses to be taken at the "Faculté de sciences économiques" or at the school of business (ESB) can be required. The program will then be gradually built up and at very little cost. A good starting point may be the summer when these facilities abroad are not being used and may be available for logistical support. Moreover, in most French universities, it is easy to arrange for accommodations in the dorms, for a very reasonable price.

The presence of someone from the home institution seems essential to us, to coordinate and supervise the internships and solve whatever problem may arise. Besides, the director will be able to meet with company executives, thus making the internship program possible and creating a network of business contacts in France. There exists a few institutions in France that would be of help to find internships. The various business schools (the ESB, "Ecole Supérieure de Commerce et d'Administration des Entreprises") have long interpreted internships in their training program. In each school, a person or even a small department is in charge of placing students in France and therefore keep in close contact with many companies. That department may be interested in finding new internships for your institution in exchange of which you would provide the same service for their students. We will find a list of the French School of Business in the 1985 July-August issue of "Science et les Sciences".

The other sources are the Chamber of Commerce. A letter to the President or to the person in charge of public relations and/or in charge of foreign exchanges would be a good starting point.

In conclusion, let me say that the implementation of a business internship program abroad is not an impossible task for your institution, whatever its size. It involves a lot of work and a careful set up. Internships do open a business program on the real world and provide many benefits.

To be able to justify of a work experience in a foreign firm may make a difference for our graduates and future job-seekers. It may be a leading edge for them over other candidates and, while it is possible, we should do our best to offer them that extra asset.

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TEACHING SCIENTIFIC AND TECHNICAL FRENCH AT NAPIER
COLLEGE IN SCOTLAND

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Scotland has been associated with France for centuries. Although the 'Auld Alliance' Treaty of 1295 is no longer binding, the cultural ties are very strong and the academic reputation of its capital, Edinburgh, as a center of scientific excellence, means today that a large number of organisations co-operate with French partners.

In the academic session 1982/83 Edinburgh was chosen by the French Government to be the pilot center in Britain for developments in the teaching of French to scientists and engineers.¹ Napier College, a vocational Higher Education college, built around the house in which John Napier, the inventor of logarithms, lived in the 17th century, was thus initially able to develop courses in French for Science through the financial assistance of the French Embassy.

In 1985, as a result of some initial success, Napier College was chosen by the Paris Chamber of Commerce as the first center in Europe for the 'Certificat de Français des professions scientifiques et techniques' and next June candidates from educational and industrial organisations will sit this new examination for the first time.

The extent of the co-operation between French and English speaking scientists is likely to increase in the present spirit of the European community. This growing awareness that international collaboration is going to become the best way of pursuing scientific endeavours in many fields should lead to greater efforts towards foreign language training for scientists.

Apart from the obvious need for various people working with colleagues in France to speak French, the need for British scientists to be able to communicate with others through French has been made clear in our classes over the years. We have had for example a research officer needing to speak French on her visits to laboratories in Morocco, a zoologist who needs French when visiting Gabon, and a member of a

European organisation who needs to speak French to those delegates who share French rather than English as a common language.

As for conferences where interpreters might be expected to eliminate language difficulties, communication is often still a problem. Interpreters sometimes fail to convey the quality of the arguments and even, at times, the substance because of the extreme complexity both of the subject matter being discussed and of its formulation.

Moreover, it is at times difficult to provide interpreters because of their scarcity and the cost of their services. Besides, is it not in fact often in the coffee room or over dinner that the most important ideas are exchanged or decisions made? Working relationships are always enhanced on such social occasions by the willingness and ability of foreigners to use the host country's language.

Up until 1982 the Scottish based scientist, doctor or engineer who wanted to improve his French to communicate with colleagues had at his disposal the usual range of courses always planned by language specialists alone, and geared to achieving general purpose linguistic competence only.

Since 1983 Napier College has been offering extensive and intensive specialised courses of French for Science and Technology. Our approach has been based on the work started by a team of French science lecturers focusing on the language, concepts and ways of thinking common to the scientific community at large. Our aim has been to achieve more than mere linguistic competence, but I will deal with this in more detail later.

Since October 1985, our teaching has incorporated some preparation for the Paris Chamber of Commerce 'Certificat de français des professions scientifiques et techniques' and we are hoping to continue to link our teaching to this new examination since both share the same objective of

facilitating communication in a French professional context without concentrating on the specialised vocabulary of particular disciplines.

In an effort to achieve a good return on investment of the scientist's time, a commodity which is always in short supply, our approach builds in a new way on their existing foundation of fundamental French structures.

Some linguistic competence is certainly a basic requirement for entry to our course and working towards communicative competence will mean, it is true, that the learner will be able to use the language more effectively at an appropriate level in a predictable situation. However, we aim for them to go beyond these levels of competence and we look for the ability to deal with the unpredictability of the whole process of communication.² The ultimate goal must be for the learner to understand a statement or a question he has never heard or read before and be able to formulate his answer by combining elements of the target language in a way he has never done before, using what Pottier calls 'la phraséologie combinatoire'.³

Traditional courses often made the assumption that there was no real difference between the language of science and that of every day informal use. If this was the case, would the Institute of Biology examination in Britain have concentrated in the late seventies in part on an ability to communicate in scientific English, and would three leading French scientists have published a book in 1985 for French students entitled 'La communication scientifique'?⁴

The belief that if you can communicate in every day situations you should be able to communicate in professional situations has left many a scientist unable to bridge the gap between the everyday use of French and its formal use in a scientific context. Although reasonably knowledgeable about the phonology, morphology, syntax and lexis of French, he still finds himself unable to discuss scientific ideas in French. This problem arises from the nature of scientific communication.

On the lexical level the scientific register ignores emotive and aesthetic terms of the common language,⁵ but makes extensive use of its greek and latin terms. On the syntactic level the scientific register is found⁶ to be more restricted than the common language one. This reduced syntax on the one hand uses means of neutralising the subject and exalting the object, such as the use of passive, impersonal and pronominal expressions as well as nominalisations, on the other it uses means of expressing important notions in scientific communication, such as cause, condition, consequence.

Various researchers have analysed the linguistic content of scientific communication both within one language and between different languages. The length of the scientific sentence was compared in English, Russian and French;⁷ it was found to be of an average of twenty nine words. If we concentrate on the English and French languages, we find this long sentence shows recurrent characteristics of impersonality, objectivity and logical reasoning.

The impersonal feature of the scientific sentence is revealed by the absence of personal pronoun, "je" becomes "on". The extensive use of the passive form is another illustration of the impersonality of the scientific sentence; "I separated the liquids" becomes "the liquids were separated". This tendency to get passive constructions is shared by English and French.

The objectivity of the scientific sentence is revealed by its many nominalisations; thus the transformation of "I separated the liquids" to "the liquids were separated" to "the separation of the liquids" illustrates the gradual process towards impersonality and objectivity. We notice the person of the scientist is not important, it is the experiment itself and its results that matter.

Finally this long impersonal objective sentence needs a logical articulation if it is to satisfy the demands of clarity within a complex argumentative function. Devices of

cohesion and correctives like "firstly" "moreover" "such as" are particularly frequent and important in a tight logically developed scientific discourse.

Our experience at Napier has confirmed that the scientist needs a firm grasp of discourse markers, indicating in particular, logical sequencing and contrast. He needs an ability to talk abstractly about generalisations, to describe relationships and also an ability to express quantities, differences, probability and hypotheses.

In the case of the French language, the English speaking scientist will need to adopt its characteristic tendency towards abstraction. Besides French is a language where the imprecision of the utterance betrays the imprecision of the thought expressed and this is a situation the scientist cannot risk finding himself in.

The recognition, however, that there is a particular linguistic core to take into account in a course of French for Scientists could lead linguists to center their material production round its existence and also round a needs analysis of the Munby type;⁸ such course content might be too restricted and too predictable.⁹ Could the cooperation of a linguist with a technical or scientific specialist as well as a psychologist achieve a more balanced course? This remarkable cooperation was in fact achieved in the university of Montpellier in France. Through an association formed initially with the Language Department of Napier College some staff were trained to use the French course, FONDAMENTALEMENT, developed by this team (co-ordinated by M. Jan Janecek, Centre de recherche sur l'information et la communication, Universite de Paris I, Pantheon-Sorbonne).

When the opportunity arose to exploit the teaching of French in science courses, it was decided to use this experimental course that had been produced for a variety of foreign scientists, and to evaluate its effectiveness with our English speaking scientists.

We were attracted, in the French experiment, by the combination of the following elements:

1. it was started by a team of medical and science lecturers from various disciplines,
2. it was finalised by a team of psychologists and experts in teaching French as a second language,
3. it concentrates on the language items common to most scientists (V.G.O.S.¹⁰ frequency list as a lexical basis),
4. it concentrates on concepts common to most scientists, (like sampling, magnification, separation),
5. it allows the learners to negotiate meaning in a class situation where they tend towards an objective and precise expression of their thoughts,
6. it is learner centered, allowing the interaction to take place between learners in their real roles as experts in their fields and in real authentic communicative situations, unlike role playing in artificial situations where language is too predictable.

As far as methodological principles are concerned the French approach shares with the notional functional approach¹¹ the belief that language learning is learning to communicate and that negotiating meaning is of prime importance. It is through the struggle to communicate that the target linguistic system will be learned and trial and error will lead to learning, motivation coming from what is being communicated.

As for the method itself, it makes use of a process akin to scientific inquiry whereby the scientists make their observations under controlled conditions in their attempts to formulate or restructure their models of the world around them. In this process they often go from the particular to the general in a way which I will demonstrate later.

The teaching material consists mainly of a dialogue and a filmstrip. The dialogue usually involves three people, a technician, a specialist and the head of a laboratory who will

interact according to their different status and knowledge as they would in a real life situation. They discuss the aim of an experiment, the choice of material or technique, the experiment itself and the results.

The corresponding film strip shows sequences of three types of pictures; the first one is a photograph of a technician handling a tool or a machine meant to lead the learner to describe the object but also to question the meaning and implications of the technician's gesture. The second one is a diagram or a formula representing the principle behind the experiment. These diagrams always consist of 3 designs in order to encourage the expression of comparisons and relationships. The third one is a non scientific drawing, often humorous which represents a general idea behind the situation.

The learners are asked to observe the photographs and describe them as precisely as possible with the everyday French that they possess. Then with the diagrams, they have to move from the particular to the general and acquire the objective language of generalisation. Finally with the cartoon they can leave the context of the lesson and express an idea related to their own field of expertise, with precision and objectivity, as I will demonstrate later.

Besides the above mentioned audiotape and filmstrip, the teacher managing the class has a vocabulary sheet giving the terminology required for the lesson, a booklet providing a guide to the language input to be used and taught and also a smaller text giving the scientific content of the lesson.

A word should be said perhaps about the teacher whose purpose is never to teach science but to improve the quality of the language used in class. The tutor is a referee in the class discussions, triggering them and making sure communication is not barred by loss of meaning among the participants.

This role of facilitator¹² of learning in a class where the learners partly control discussions requires certain qualities from the teacher. He or she must bring a great language expertise and at the same time be prepared to make use of the learners' expertise in their own fields. Training teachers in this new facet of the art of teaching is certainly considered essential by the developers of the method.

In adopting this method for our English speaking learners, we have, at Napier, made some innovations. These include the integration of a scientist in a team teaching situation and the addition to the visual and auditive inputs of a kinesthetic dimension. We have organised mini experiments in class in the fields of the learners. These, prepared by scientific colleagues, give the learners an opportunity, while handling equipment, to make further use of a newly acquired aspect of the language and internalise their understanding of the linguistic system.

We are also building up a stock of written materials, both from specialised publications like 'La Recherche' and from popular magazines like 'Science et Vie'.

As for authentic sound material we are collecting audio and video tapes, consisting mostly so far of interviews with French scientists and also recording by our scientific French language assistants. These, in addition to the existing material we already have in the 'Learning by Appointment Unit' of the college, will be part of a Distance Learning Package for those who may not have the time to attend all our classes.

Access to specialised terminology has been improved by the purchase of a large number of multilingual dictionaries in most scientific disciplines.

To encourage practice of the target language in a natural communicative situation, we have invited, whenever possible,

French scientists working in Edinburgh to come and talk to our class about their work. There is no doubt that talking to an engineer from the French firm MATRA and understanding what he does for the project in connection with the Scottish firm FERRANTI has made european space collaboration a definite reality for the group.

In order to make up for deficiencies in everyday French, participants can attend a course in general French along with one in French for Science.

Having adopted the French team's methodology, we are currently evaluating their method's effectiveness at two levels - at class level and at the individual student level where 4 self selected learners have been studied in depth. The formative evaluation carried out this year relies on questionnaires, interviews and language tests as well as class observation. It is unfortunately too early to have definitive results from the existing data being collated but the present analysis, although incomplete, tends to point to the following:

1. by exploiting the characteristics of the scientists personality eg their keenness to query, argue and be right, we greatly avoid the low self-image syndrome so common among adult language learners,
2. by making use of the learners' thought patterns eg their rigor, logic and objectivity we place them in a familiar type of learning situation thus avoiding frustration,
3. by using the learners' habitual non-verbal communication devices eg their graphs, photographs, diagrams, we allow them to think freely in space while helping them to speak in the time constraint of discourse,
4. by ignoring some errors in the learners' productions we boost their confidence and let them concentrate on fluency in the expression of meaning,
5. by stimulating the learners in class interaction, eg discussions on scientific concepts, we motivate them to construct their own response,

6. by using French produced materials we facilitate the learners' passage from English into French as a means of entry into the French scientific culture.

Preliminary analysis of the questionnaires dealing with student reactions to the course appears to indicate that the success of the group dynamics depends on the homogeneity of the group, as far as their level of French is concerned and its diversity, as far as their disciplines are concerned.

The ideal class would seem, according to the interviews analysed so far, to consist of a multidisciplinary group (for cross fertilisation) sharing the same knowledge of French to start with (for a rich garden soil) managed by a vigilant, motivated teacher (for seed-throwing and pruning) helped by a breeze of humour (for sparking off reactions).

The following selection of class productions triggered by the humorous drawing of a damp attic will, I hope, illustrate the progression achieved within one lesson - the situation was soil sampling in a forest.

The group had observed a photograph of a person taking a sample of soil, and said for example "l'homme tient le sac ouvert". Then after seeing the diagrams of 3 types of soil they had said for example "la couche superficielle se compose de matières organiques". Finally with the cartoon of the damp attic, they were able to express themselves in their own field with more precision and objectivity, saying for example:

"les plantes à la surface sont caractéristiques du sol en profondeur" (biologist),

"Les algues poussent maintenant à Edimbourg sur les façades; leur présence est due à la pureté de l'air" (ecologist),

"Le climat écossais, du fait de son humidité et de sa température relativement faible, est très favorable à

la prolifération de champignons variés."

(entomologist),

" Dans le domaine médical, la peau entre les doigts de pied peut aussi être affectée par des champignons"

(doctor),

"Dans le domaine du bâtiment, il y a un champignon particulièrement dangereux. L'absence de circulation de l'air favorise son expansion." (civil engineer).

I should mention that this exciting experiment of teaching/learning French for Science in Edinburgh has been greatly facilitated by a number of favorable circumstances within Napier College. At college level, a post of researcher (my present one) was actually created in the field of teaching French to Scientists and engineers; this new post, funded by the college, was supported by the 2 faculties of Science and Technology at a time of financial restrictions in the British Educational System.

Another reaction within the college has been the establishment of a 'French Unit'; this voluntary 'club' whose aim is to encourage and support technical and scientific French language expertise in the college and consolidate existing and develop new contacts in French speaking countries, is chaired by the Dean of the Faculty of Technology, and more than half its members belong to the science and technology faculties.

At departmental level the supervisor of the research project is a scientist and the fact that the Biology Department has asked me to give a seminar is a token of their interest in our work for which they have allocated staff help.

Finally we have been fortunate in ensuring that one of our assistants who comes over from France for a year must be a science graduate; this has meant that he or she can be integrated into the team whose interest and good will has made this experiment possible.

Looking to the future, the establishment of Napier College

as a center for the new 'Certificat de français des professions scientifiques et techniques' of the Paris Chamber of Commerce will give the research team an added dimension to their work. An increase of interest is expected in our type of approach in the teaching of French to scientists.

It is hoped that the past and present cooperation between language and science specialists, whether in the planning of our method, in the teaching/learning that ensued or in the oral testing of the new examination where linguists and scientists share responsibilities, will lead to an increased number in the future of cases where scientists from two cultures will be able to communicate successfully.

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PROCEEDINGS OF THE FIFTH ANNUAL
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ON
LANGUAGES FOR BUSINESS AND THE PROFESSIONS

PART IV:

OTHER LANGUAGES FOR BUSINESS AND THE PROFESSIONS

Section A: English for Speakers of Other Languages

Section B: German for Business and the Professions

Section C: Chinese and Japanese for Business

MAKING A PROFIT: NEGOTIATIONS TRAINING FOR NON-NATIVE
ENGLISH SPEAKERS

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Making a Profit: Negotiations Training for Non-native English Speakers

For the Paris Peace Talks which ended the Vietnam War, the North Vietnamese came to Paris and signed a one year lease on an apartment. The Americans arrived and checked into one of Paris' finest hotels. While it is clear from their signing a one-year lease that the North Vietnamese expected the negotiations to be lengthy, it is equally clear that the Americans, by checking into an expensive hotel, expected the process to be concluded in a relatively short time. This lack of consensus on the time element of the negotiation process puts both parties at a disadvantage from the start.

Time is not the only element to be considered in a negotiation--in fact, it is usually one of the most easily agreed-upon elements in a negotiation, as most people and businesses, unlike governments, must work under strict time constraints. Agreeing on the length of a negotiation (often determined simply by how long one will be in the other's country) is, however, only one of many possible cultural and linguistic pitfalls in a cross-cultural negotiation.

Anecdotes exist in both linguistics literature (Aman 1982, Nilsen 1979) and negotiations literature (Graham 1981, Graham and Herberger 1983, Malinowski 1922) on how and why intercultural, interlingual negotiations fail. While these anecdotes are often amusing to read, it is unlikely that the

incidents they relate were amusing to the participants. Some businesses have found that translations of product names and/or advertising campaigns into the target language have resulted in unintentional vulgarities or negative associations (e.g., the "7-11" food store chain and "7-Up" might want to change their names in Ghana and Singapore where the number 7 has negative associations and in Israel where 7 stands for the seventh letter of the alphabet which has the added meaning of "penis" [Aman 1982]).

Unlike the planning of a marketing campaign abroad, however, which has the benefit of advance planning with experts on just such linguistic and cultural issues, negotiators are on the spot, without recourse to consultants to check what is linguistically and culturally appropriate. If they are not prepared prior to the negotiation, then it is unlikely that they will understand or be prepared for the difficulties and subtleties of cross-cultural negotiations. Certainly, in a business setting, cultural and/or linguistic misunderstandings can be more than awkward--they can be dangerous both to the negotiator as an individual, and as a representative of his/her company. Negotiation break-downs, for whatever reasons, have the potential to cause the individual negotiator the loss of a job, and to cause the company the loss of a potentially beneficial relationship¹ involving substantial profits.

Thus, while negotiations are a common form of business interaction, there are clearly cultural and linguistic patterns which are not always shared. Violations of these

patterns (i.e., expectations) may be one major cause of negotiation breakdowns. To understand how negotiation processes differ, it is essential to first understand the process in our own culture and language.

In this paper, then, American English negotiations will first be defined, then described according to their structure and content, and following this, to help eliminate the linguistic and cultural component of potential misunderstandings, materials and methods for training non-native English speaking negotiators will be discussed.

A. DEFINITION

Because negotiation is such a widely used term, for the purposes of this research I have used the definition from Graham, "a face-to-face decision-making process between parties concerning a specific product" (1980:14). The distinguishing features of a negotiation are:

1. that there are a minimum of 2 parties present.
2. that both parties have predetermined goals.
3. that some of the predetermined goals are not shared by both participants.
4. that there is an outcome.
5. that both parties believe the outcome of the negotiation may be satisfactory.
6. that both parties are willing to modify their position.
7. that the parties' incompatible positions make modification of position difficult.
8. that parties understand the purpose of negotiation. (Neu 1985:38)

Should any of these features not be present, then the interaction is other than a negotiation. The first feature is a requisite in any face-to-face interaction; the second and third features are what motivate the parties to set up a

negotiation. The fourth and fifth features, dealing with negotiation outcome, state that whether the resolution of the process is satisfactory or not, there will be an outcome, and that parties believe that this outcome may be satisfactory. Next, there must be give-and-take in negotiation, the sixth feature, and seventh, this give-and-take must be difficult. Finally, negotiating parties must share the same sociocultural knowledge of the process of negotiation and of conversation conventions (Hansell and Ajirotutu 1982). All parties must be competent; i.e., they must understand the goals of the interaction they are participating in. In cross-cultural negotiations, while parties may understand the process differently (Graham 1980), all share an understanding of the goals of the event.

B. DATA

To understand the difficulties in cross-cultural negotiations (where American English will be one of the languages) it was first necessary to understand American English negotiations. To this end, a study of 30 simulated² negotiation games was undertaken. The negotiation game used was developed by Kelley in the 1960's (in Graham 1980) and involves the sale and purchase of three commodities. Communications between buyer and seller were unrestricted, allowing natural, unscripted language. All negotiations were audiotaped with the full knowledge and agreement of the subjects.

All of the 60 subjects in the study were 25 years old or older, with a minimum of 2 years full-time work experience. Eighty-two percent were MBA students at the University of Southern California or the University of California at Irvine. The remaining 18% were 30-60 year-old professionals. All subjects were native speakers of American English.

Following data collection, the 30 negotiations were transcribed using the Jefferson transcription system (as cited in Schenkein 1978). They were then coded for their linguistic structure and content. Nine structural variables (repair, pause, overlap, interruption, etc.) and sixteen content variables were coded (recommendations, promises, warnings, threats, etc.). Two dependent variables were used to measure the effects of linguistic behaviors on negotiation outcomes--the profit margin achieved by the parties, and the degree of satisfaction attained (as determined by post-game questionnaires). These two dependent variables are quantitative (profit) and qualitative (satisfaction) measures of outcome.

Using multivariate procedures, the data was analyzed and a model of the structure and content of American English negotiations was posited.

C. STRUCTURE

Marketing researchers claim that negotiations are a 4-stage process (cf., Bourne, Dominowski, and Loftus 1979; Dalrymple and Parsons 1976; Engel, Kollat, and Blackwell

1973; Graham 1979; Sawyer and Guetzkow 1965; and Weitz 1978 in Graham 1980) and although each researcher invented different names for these stages, these four stages essentially serve as Opening, Exchange of Information, Change of Position, and Closing.

These researchers were not, however, analyzing the language of negotiation. By looking at the language, nine stages (i.e., episodes) were discovered and found to be reliable divisions of the data (as measured through ANOVA). These nine stages are:

1. OPENING
2. EXCHANGE
3. 1ST PRICE
4. PLANNING
5. DISCUSSION OF PRODUCTS
6. BARGAIN
7. PRICES
8. PRECLOSE
9. CLOSE

All nine stages are not required to be present in a negotiation, however. Nor were the stages found to occur only once in each negotiation; many stages may be recursive. There were six stages, nonetheless, which occurred in all thirty negotiations and which have been tentatively labeled the "distinctive episodes" of American English negotiations. These six distinctive episodes occur in the following order in negotiations:



This linguistic analysis of the distinctive episodes of negotiation supports the four stage model posited by marketing researchers, thus providing strong evidence for the reality of this model (cf., Principle of Convergence, Labov 1972). Interestingly, however, while all negotiations contained these episodes, none contained only these. It can be assumed, therefore, that while this model is a reliable one, it may not fully reveal the richness of the negotiation process.

The "skeletal" nature of the model is reinforced through the results of a correlation between episode type and the dependent variables, profit and satisfaction outcomes. What emerged was that of the nine episodes, four played a significant role in determining negotiation outcomes: and 3 of the four are non-obligatory episodes (Discuss, Planning, and Preclose--the fourth, obligatory episode is Bargain). Thus, it is clear that while American English negotiations consist of a four stage process, this framework does not tell the whole story.

D. CONTENT

Whereas the structure of negotiations allows an understanding of what constitutes the process of negotiation, more information can be gathered by looking at what goes on within this process. A factor analysis was conducted on the final, reduced set of structure and content variables (N=22) to determine the underlying linguistic behaviors in negotiations. Five factors, i.e., underlying

behaviors, emerged and have been interpreted³ as Information, Interaction, Metatalk, Concession, and Agreement.

These factors have been so named because of the variables which make them up. Interestingly, all but one of the factors contain a mix of both structure and content variables, indicating that certain functions (content) in negotiation are systematically accomplished by certain ways of speaking (structure).

The first factor, Information, contains the content variables self-disclosure (giving information about oneself), and exclusive "we" ("we" used to mean speaker and someone other than negotiating opponent) and the structure variables self-repairs and filled pauses. Filled pauses hold the floor for speakers when they experience difficulties (as seen by the presence of self-repairs) in encoding a message. As such, this factor might be labeled "Floor maintenance." This would not adequately explain, however, a crucial aspect of negotiation occurring here-- that of revealing information about oneself and about the organization one represents. Because this information is accomplished only with filled pauses and self-repairs, revealing such information appears to be difficult, causing speech dysfluencies.

The second factor, Interaction contains the content variable request for information and the structure variables soft (soft voice volume), acknowledgement (giving feedback), and echo (repeating a part, or all, of the previous

speaker's utterance). These three variables all work together to help the current speaker relinquish the floor to another speaker, either through passive acquiescence (feedback and soft volume), or through active involvement (requesting information). Thus, this factor promotes interaction.

Metatalk, the third factor, is unique in that it contains only content variables. The three variables, recommendation (making a suggestion/recommendation), shield ("I don't know," "maybe," "I think," etc.) and inclusive "we" ("we" used to mean the speaker and the other negotiator(s) present) function together to reflect a concern with the ongoing process, a kind of "Why don't we maybe first talk about typewriters?" type of suggestion. As such, this factor represents a procedural type of discourse.

The fourth factor has been called Concession as it has the content variable concession (conceding to the opponent) with the structure variables slow (slow speech rate) and loud (loud voice volume). This shows that making concessions is accompanied by prosodic features which may indicate deliberation and intentionality, i.e., a concession is not made in error, although it may well be made against one's will or better judgement. Additionally, these prosodic features, by setting concessions apart from the flow of normal discourse, serve to call attention to them.

The final factor, Agreement, contains the content variables commitment (agreement to do something) and

positive response (acknowledging the other speaker's utterance with a positive, or agreeing response) and the structure variable overlap (a segment of talk which overlaps with another speaker's talk). This factor appears to indicate a willingness, even an eagerness (as seen in overlap), to commit.

These five factors are the underlying constructs of negotiation. Whereas the first two, Information and Interaction, may be common to most, if not all, communicative settings (cf., Biber 1984, Grabe 1984), the last three seem to be particular to oral discourse, and, more specifically, to negotiations.

E. SUMMARY OF FINDINGS

American English negotiations have been found to consist of nine episodes, four of which are mandatory. The process of negotiation, in fact, does not appear to be a linear one, but a cyclical one, with various stages recycling. This results in negotiations which do not ever seem to contain just the four mandatory stages and no others.

Additionally, there are five underlying linguistic behaviors which characterize American English negotiations. These behaviors demonstrate that negotiations consist of giving information, promoting interaction, discussing procedural matters, conceding, and agreeing.

To understand the impact of these behaviors in the nine stage negotiation model, a correlation was conducted on the

nine episodes and negotiation outcomes. What was discovered was that behaviors had a different impact on the outcomes depending on where (i.e., in which episode) they occurred.

Thus, Information given in Discuss or Preclose stages contributes negatively to both the profit and the satisfaction of the participants. This may indicate that Information should neither be given too early nor too late in the process.

Interaction during Bargain contributes positively to the profit, positively to the difference in satisfaction achieved by the buyer and seller, but negatively to the sum of both parties' satisfaction. This demonstrates that while eliciting interaction may contribute to a higher outcome, perhaps the party eliciting the interaction may feel cheated of his/her turn at achieving an equitable solution.

Concessions given during the Discuss stage contribute negatively to the profit levels attained. Like Information, it may be that negotiators who concede during this stage are doing so too early and therefore, risk their profit outcome.

Finally, Agreement in the Discuss and Planning stages correlates with the profit, but negatively correlates with the sum of satisfaction of both participants. This would indicate that while agreements may be desirable early on in the process for achieving profits, being too agreeable in these stages leads to greater dissatisfaction.

Metatalk, the factor concerning procedural discourse, does not appear to have any significant impact on profit or

satisfaction levels attained in negotiations.

Similarly, as pointed out in section C on structure, of the nine episodes found in negotiation, only four contribute to the outcomes, and of these four, three are non-obligatory episodes. This again reinforces the idea that the four-stage model of negotiation is indeed a bare one, revealing very little about what is contained within the process of American English negotiations.

F. PRACTICAL APPLICATIONS

Given a better understanding of the structure and content of American English negotiations, it is now feasible to talk about materials and methods which will more accurately meet the needs of non-native negotiators in English. First, the types of materials which present and familiarize negotiators with American English negotiation patterns will be discussed. Then, methods which enable the negotiators to use these materials to the best advantage will be explored.

G. MATERIALS

Materials to promote understanding and proficiency in cross-cultural negotiations must take the student from an information-receiving stage to the stage of active involvement in negotiations. While it is not necessary to explicitly teach the structure and content of American English negotiations, it is important that materials implicitly teach those aspects which impact on a successful cross-cultural negotiation.

Before active involvement in cross-cultural negotiations is possible, it is necessary to bring to the surface students' understanding of the process and goals of negotiations in their own languages/cultures.

A way of beginning this discussion can be either by distributing a list of stereotypes about attitudes towards money and business in different cultures; e.g., the Swiss are thrifty, the Japanese won't say "no," Americans are all business, Mexicans never get things done on time, etc., or by having the students collaborate in developing such a list. When students have critically analyzed their lists of stereotypes, it is time to have the students reformulate these attitudes with regard to negotiations. How does a Japanese negotiator, for example, who supposedly won't say "no," refuse or decline an offer in a negotiation? How would a Mexican negotiator make a favorable impression on an American negotiator? These exercises serve to bring to light both the falsity of such stereotypes (e.g., Japanese do say "no," but perhaps in ways opaque to non-Japanese) and how such awareness can be used to advantage in negotiations.

Next, before proceeding with the negotiation role-plays, students can be familiarized with two possible negotiation styles--the "My Way" or "Your Way" styles. The first is the more aggressive style while the second is the more balanced, more cooperative approach. Elements of both styles are useful and were shown to have an impact on negotiation outcomes (see Summary of Findings section above).

Using the four obligatory stages of negotiations as a framework, some of the strategies which characterize these two styles are:

TABLE 2:

TWO STYLES OF NEGOTIATING: MY WAY AND YOUR WAY.

	<u>My Way</u>	<u>Your Way</u>
OPENING/EXCHANGE	-Establishing roles -Proposing ideas -Giving point of view	-Greetings -Obtaining information -Sharing ideas -Disclosing personal info.
1ST PRICE	-Stating demands -Using authority to state demands	-Asking requirements
BARGAIN/PRICES	-Disagreeing w/opponent -Disparaging opponent's opinion -Offering incentives for opponent to modify position	-Supporting opponent's views -Active listening -Finding similarities -Giving positive feedback
CLOSE	-Commenting on profitability to self	-Determining fairness of outcome -Evaluating future relationship

It is clear that the "My Way" style is the more aggressive form of interacting, while the "Your Way" style is more concerned with a mutually satisfactory process.

These two styles may be further broken down in terms of the interactional techniques used to implement them:

TABLE 3:
UNDERLYING FACTORS OF THE TWO NEGOTIATING STYLES

<u>My Way</u>	<u>Your Way</u>
INFORMATION - self-disclosure - exclusive "we" - substantive self-repair - nonsubstantive self-repair - filled pause METATALK - recommendation - shield - inclusive "we" AGREEMENT - commitment - overlap - positive response	INTERACTION - request for information - soft tone of voice - acknowledgement - echo METATALK CONCESSION - concession - slow rate of speech - loud tone of voice AGREEMENT

These strategies and interactional techniques for the four stages of negotiations are not only linguistic but behavioral and as such, not teachable in the same way as grammar, vocabulary, etc.

Thus, rather than attempt to have the students learn all the strategies and techniques, the goal in devising classroom materials is to ensure that students are aware of and can identify these various strategies and techniques. They are then free to choose which strategies they will use in negotiations.

Because participants in negotiations tend to invest a great deal of ego in the process, it is often impossible for them to remember details of what they did during the process. For this reason, and for the benefit of the class as a whole, videotaping is recommended and encouraged. Each student should have the opportunity of being taped at least once.

The unit which follows is typical of the materials used in a course I taught at Harvard University (summer 1982). This negotiation is a multi-party one which involved the entire class. It was the final negotiation of the 4-week course. Prior to this, the students had negotiated only in pairs and in small groups. The issues negotiated ranged from a personnel director's displeasure with a department manager over the latter's refusal to accept older employees in the department, to a small town negotiating with a power plant to stop dumping waste in the local river. In all the

negotiations, however, students completed similar worksheets and questionnaires.

The first part is a "background information sheet." This gives the students a description of the situation and a list of the people involved.

Background Information Sheet

NUCLEAR ENERGY FOR TOGO?

Geography

Togo is a small, rectangularly-shaped country in West Africa. Lome is the capital, located on the Atlantic coast, in the southern part of the country. There are approximately 2 million inhabitants. Togo is bordered to the west by Ghana, to the east by Benin, and to the north by Upper Volta. To the south, a narrow strip of land (less than 30 miles wide) borders the Atlantic ocean.

The northern area of Togo lies along the edge of the Sahelian zone, a dry area that stretches across the entire continent. The southern part of Togo is close to the equator and more tropical in climate.

Like all West African countries, Togo has two seasons: the rainy season and the dry season.

History

A United Nations trust territory, "Togoland" was divided between the British and the French. When neighboring Ghana gained its independence, the British "Togoland" became a part of Ghana. French "Togoland" gained its independence in 1960 and became known as Togo.

National boundaries throughout West Africa are arbitrary: people of the same ethnic group may be found in different countries. This has not helped centuries-old tribal rivalries.

Economy

Largely agricultural, Togo produces mainly coffee. There is no major industry in Togo, perhaps a factor of the paucity of natural resources. Because of a seriously diminished rainfall, Togo has become more and more reliant on help from France.

Education

Although French is the official language of the country, few people speak it outside of government officials. Most people remain illiterate due to the fact that the ethnic group languages are not as yet written.

Few people can afford the luxury of advanced educations as they are needed as wage earners for the family.

Government

Togo is a socialist republic. Since independence, Togo has remained stable.

Situation to be negotiated:

France and the United States are each interested in providing Togo with a nuclear power plant. Nuclear power would guarantee Togo the power needed to develop its potentially rich agricultural industry.

Togolese point of view

Togolese officials, conscious of the people's dislike for the French, and aware of their current indebtedness to them, are not certain that they want to incur both the people's wrath and more indebtedness. There is also the concern that the French do not share the same environmental concerns regarding a nuclear power plant as the Americans do. On the positive side, the French and the Togolese have had longstanding relations with each other and thus know how to do business together. They also share the same official language.

While the Togolese are uncertain about allowing the French to build the plant, they are equally uncertain about the Americans. Large-scale American influence in West Africa does not exist. The Togolese are familiar with the American's reputation for being technologically superior to the French, and as a small country, they appreciate the American's concern for building an environmentally safe plant. A major fear, however, is that they feel that this business interest might lead to unwanted political meddling.

The French point of view

From an economic standpoint, the French would like to see Francophone West Africa become more energy independent in order to be able to reduce foreign aid. Togo, as a small, largely illiterate nation with a stable political system, is the perfect place for a nuclear power plant. This plant could provide all of Francophone West Africa with energy, with a minimum of negative reaction on the part of the people.

Thus, the French government, as a partial owner of the the "Societe pour l'energie nucleaire" (SOEN) would encourage them to do business in Togo.

The American point of view

The U.S. has never had much influence in West Africa: it has few, if any, investments in the region, no military, no noticeable amount of aid. In the past decade, West Africa has suffered from a drought which has destroyed livestock and land. While China and Russia both took the opportunity to send in large

contingents of advisors and aid, the U.S. did not. The U.S. is now becoming concerned about the Chinese and Russian influence in West Africa. Building a nuclear power plant would give it a reason to send in highly trained specialists to investigate the situation over an extended time period.

The nuclear power plant company, "Nuclear Technologies, Inc." (Nuktech), is interested in expanding overseas. Although a leader in the field of nuclear power plants, Nuktech believes that given the climate of Togo and the lack of strict American government controls, it can design a "next" generation plant for Togo which will be superior to all existing plants in both output and safety.

Statement of the problem

At a meeting with French and American government and industry representatives, Togolese officials must decide first whether or not they want either to build a nuclear power plant. Then, if they decide to go ahead with it, they must collect as much information as they need to determine which company can better meet their needs.

A list of the negotiators

Representing Togo:	Minister of Public Works Minister of Foreign Affairs Professor of Engineering, U. of Lome
Representing France:	Minister of Energy President of "SOEN" Ambassador to Togo
Representing the U.S.:	Undersecretary of State President of "Nuktech" West African Affairs Advisor to the President

The next step, once the students have read the background information, is to prepare the following worksheets.

Pre-Game Worksheets

Individual worksheet (can be done at home)

Role selected: _____

Position taken towards construction of plant: Pro___ Con___

Extract as many facts as you can from the background information sheet which support this point of view.

List examples which give further evidence for your position.

Give possible counterarguments for each of the above examples.

Class Worksheet (to be done in consultation with others)

Which people in the class agree with your position?

What are their roles?

Together, what arguments can you devise to support your position?

Now that you have thought through some of the possible arguments and counterarguments for your position, list the conditions under which you would agree to modify your position. The following is an example of the format your modification of position might take.

If _____, then _____.

Final individual pre-game worksheet

Which strategies and techniques will you attempt to use to support your position? List them and explain why you've chosen them.

Nonverbal: Where would you want to sit in relation to the other negotiators?

What body posture(s) would you like to have?

How would you like to use your hands while listening? While speaking?

What can you do, when you are speaking, to get someone else to take the floor?

What can you do, when you're listening, to indicate that you want to take the floor?

What nonverbal behaviors on the part of a listener can indicate:

- a lack of understanding
- agreement
- disagreement
- confusion
- boredom
- interest

The purpose of all of these worksheets is to have the students thinking not only about the role and the position that they want to take in the interaction, but also about the strategies and techniques available to them.

Following the actual negotiation, the students complete a post-game questionnaire.

Post-Game Questionnaire

Your role: _____

Outcome reached: _____

1. How satisfied were you with the process of negotiating?
Very Somewhat Not at all
2. How satisfied were you with the outcome?
Very Somewhat Not at all
3. How satisfied were you with your performance?
Very Somewhat Not at all
4. How well do you think your opponent(s) performed?
Very Somewhat Not at all
5. What style do you think dominated your performance?
My Way Your Way
6. What style do you think dominated your opponent's performance?
My Way Your Way
7. List the strategies and techniques which you think you used.
8. List the strategies and techniques that you think you used to your benefit.
9. List those strategies and techniques which you feel were detrimental to your position.
10. What were your initial objectives?
11. How closely did the final outcome match your original objectives?
Very Somewhat Not at all
12. If you could do this again, what would you change?

The post-game worksheets can be analyzed together with a playing of the videotape. A debriefing on strategies and techniques used by the participants in the videotaped negotiation can be moderated, each time, by a different student.

Student participation in not only the role-play negotiations but the process of debriefing as well is part of the methodology which can be used in teaching cross-cultural negotiations.

H. METHODS

Drawing on and modifying Curran's Community Language Learning and Gategno's Silent Way (in Stevick 1976), I believe that the teacher is in the classroom as a facilitator for the students. In this case, where the students in the class are adults who will be negotiating for themselves or as representatives of their companies, they are already familiar with their needs and roles outside the class. The role of the teacher should be as passive as possible, permitting maximum involvement by the students in all phases of the class. Therefore, the teacher must act as a tool to imparting the information that they need and in eliciting from them the assumptions, knowledge, and training in negotiations that they already possess.

Eliciting information and assumptions begins with the first exercise on stereotypes and continues through the worksheets on the individual negotiation role-plays. Having the students to work alone and in groups permits them to

collaborate where necessary--using each other as resources rather than using the teacher. Other resources, such as the library, experts in the field, annual reports, etc., can also be drawn in. The goal here is to achieve as realistic an environment as possible, where students are not limited by only having access to information imparted by a classmate or the teacher.

Once ready to begin negotiations, the students should have control over everything from the physical set-up (from placement of chairs, tables, video camera, etc.) to the content and amount of time spent negotiating. Obviously, since most classes are constrained by time and space allotments, students will not have complete freedom. However, this is parallel to real-life negotiations where time and space constraints also exist.

As mentioned previously, the videotaping of the role-play negotiation serves to capture the gestures and speech of the participants for replay later. A non-participating student can do the videotaping in the absence of a professional cameraperson. When the negotiation is completed, students have the advantage of playing back what happened and seeing whether they are satisfied with what they and their partners did. They may also see that what they intended to do with verbal or nonverbal strategies was correctly interpreted, misinterpreted, or not successfully carried out at all.

Debriefing each other and themselves through the use of videotape may be the most illuminating component of all. Again, if the teacher remains as passive as possible, it is likely that someone in the class will be able to point out critical behaviors (lack of eye contact, interruptions, inappropriate body position, etc.) which affected the negotiation. In an active class, the teacher may have only one or two points to add to the general discussion, participating much as one of the group.

Allowing the students to take the lead promotes an atmosphere in which mistakes, misunderstandings, and violations of cultural negotiating patterns are not censured, but merely pointed out and noted by their peers. Peer correction is a more effective teaching device than teacher correction, and less threatening.

Thus, the goal in both the materials and the methods is to permit the students to act as much as possible as they would in everyday negotiating situations where they are responsible to themselves, their colleagues, and their superior (in the classroom, their peers and the teacher). The materials provide the gears, the methods the oil to grease them.

I. CONCLUSION

While negotiating seminars and workshops abound, like popular best-selling "how-to" books, it is important to separate the legitimate from the illegitimate. While some commercial and extremely profitable workshops offer good

insights, few, if any, are geared to dealing with the cross-cultural negotiation.

In fact, as discussed in the section on the structure of negotiations, it was found that contrary to research and expectation, American-English negotiations are more complex than previously assumed. They are not as direct as might be expected--they not only rarely consist of just the four basic stages, but they are also cyclical--that is, negotiators do not seem to get everything done in as efficient a manner as might be possible, and certain stages are repeated. Thus, even within a culture, negotiations are a complex process which require more depth and understanding than a best-selling book or 4-hour seminar can offer.

Imagine then the confusion and frustration of many Americans negotiating abroad who believe that being honest and straightforward will win the day, that honesty and directness will convince the other that you're a "good guy" and therefore that all cultural differences can be smoothed over by a smile and by being direct (Graham and Herberger 1983).

Cultural differences are not so easily smoothed over--honesty may be a good policy, but certainly, understanding and being informed about other cultures is a better policy, and one that will ensure greater success and satisfaction in cross-cultural negotiations.

The materials and methods outlined in this paper are merely a beginning--one based on a comprehensive study of

the linguistic structure and content of American English negotiations. By understanding the structure and content of American-English negotiations, non-native speakers will have a better grasp on what we view as appropriate negotiation behaviors. Certainly, this is only half the battle. To be more effective negotiators, Americans now need to turn the tables and continue in the tradition so well innovated by Graham (1981, 1985a, 1985b). Negotiations can be optimally successful only when all participants are well-informed and understanding of each others' cultures and attitudes towards negotiations.

NOTES

1. See Rubin and Brown 1975 on incentives and reward structure. Also, as discussed later in this paper, one of the conditions required for negotiations to take place is that each of the parties has something of value to gain from entering into the process (Neu 1985).
2. The study used in this paper is more fully explained in Neu 1985.
3. The interpretation and labeling of factors is difficult, at best. As Gorsuch notes:
Once a factor has been named, there is a tendency to reify it. It is assumed that the name is completely accurate and that the factor 'explains' the variables. However, a factor is only one operational representative of the construct implicit in the factor's label--and it might not be the best one" (1983:212).

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AUTHENTIC LISTENING MATERIALS FOR BUSINESS ENGLISH

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Authentic Listening Materials for Business English

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I. Introduction

The purpose of this paper is to suggest a rationale for the use of authentic listening materials in the business English classroom. In addition, the author discusses sources of authentic listening materials and appropriate activities to accompany these materials.

II. Rationale

Authentic listening materials are appropriate and desirable for the business ESL class for a variety of reasons. As Joan Morley points out in a recent article in the TESOL Newsletter, "up to date, locally relevant authentic materials are especially effective and are recommended wherever possible" (1985) for listening activities. The high interest factor leads to enhanced student motivation and increased opportunity for learning.

In her article entitled "Reading Authentic Texts in a Foreign Language: A Cognitive Model", Janet Swaffar (1985) emphasizes that such materials are replete with natural repetitions and redundancies that facilitate comprehension more than artificial, contrived, or "sanitized" material. She believes, as do others, that language is most readily learned as a medium of specific content, through familiar subjects.

Authentic materials provide a genuine context for business language and encourage students to behave as normal listeners. The authentic materials are rich in the target culture as they are used to convey a message to members of that culture for a communicative purpose. Additionally, the use of authentic materials provides variety and spontaneity to a class.

A major drawback for the use of these materials has traditionally been the lack of availability on the commercial market. Busy teachers have been reluctant to collect their own samples of authentic materials for listening activities, or have not known where to turn for appropriate sources. Other reasons why teachers may hesitate to use authentic listening materials include fear that they are too difficult for their students to understand, and frustration for those teachers who are uncomfortable with using communicative techniques in the classroom.

In spite of the dearth of commercially available authentic listening materials for business ESL, not to mention the shortage of ANY type of listening materials (Pergamon and Cambridge have several), a rich vein of authentic materials is readily accessible to the ESL teacher in her environment. Collecting one's own material and developing related activities are not so difficult as they might at first seem.

III. Sources of Authentic Listening Materials

Possible sources of authentic listening materials that the teacher can tap for business ESL classes include:

1. audio/video tapes of television or radio programs with a

business orientation. Appropriate programs are listed in television or radio guides. (see handout #1)

2. teacher-made audio/ video tapes of interviews with local business people
3. audio/video tapes of university lectures from business classes
4. teacher-made audio/video tapes of sales talks or requests for information from local businessmen and women ie car dealers, real estate agents, computer sales representatives, telephone company agents, IRS personnel, travel agents, buyers from department stores, loan officers of local banks, etc.
5. audio/video tapes of television or radio commercials
6. Guest speakers from the business community who come to class
7. Field trips into the business community to collect information, discuss issues of interest, observe business operations.

A sample of a taped conversation between the author and Linda Robinson, demonstrates the type of material that teachers can readily gather from the business community. The format of the conversation is a request for information about houses for sale. The author told the realtor that the purpose of taping the conversation was for class and conference use, and to behave as if she were looking for a new house and needed information about two homes in particular. Here is a sample of the tape.

After the conversation, Linda Robinson provided the author with a considerable amount of realia related to the real estate

business. The brochures are intended for customers of Merrill Lynch Realty, actual buyers and sellers of real estate. As is evident from handout #2, the authentic materials complement the listening selection and provide an effective basis for the development of related listening activities. Teachers will find such realia is readily available from many local sources, in particular from business people that they speak with.

Among the types of realia that are useful in the business ESL class are business forms, contracts, information sheets, documents, maps, and promotional brochures. Merrill Lynch Realty, as do many companies, produce a wealth of materials for their clients for a variety of purposes that can be used to advantage in the Business English class. Auto dealerships, computer vendors, large and small businesses, banks have a wide variety of literature and forms available. (Please refer to the handouts from Merrill Lynch realty for examples of realia, and activities for using them in class.

IV. Listening Activities

After the teacher has collected the authentic listening materials for classroom use, and accompanying realia, he must plan activities that maximize the usefulness of the materials for learning. These listening activities that the teacher will develop will consist of three basic types: pre-listening, listening, and post-listening.

Comprehension of discourse, either spoken or written, is enhanced through the listener or reader's amount of background knowledge of the subject covered in the discourse. To facilitate

comprehension in reading and or listening, research has shown that a student's background knowledge of a subject can be activated by well-conceived pre-reading or pre-listening activities. For this reason teachers should seek to activate the background knowledge of their students about a listening selection through the use of pre-listening activities. Pre-listening activities can take a wide variety of forms, including:

1. general discussion of the central topic
2. asking about student experiences related to the topic
3. discussion of key vocabulary, sentences, or rhetorical devices from the listening selection
4. homework assignments that involve phone calls to business people, ie realtors to request specific information about a house, or calls to a bank for information about mortgage rates and application procedures.
5. role plays or interviews with other students about the topic
6. student generation of questions and opinions about the topic
7. prediction of what students expect to hear in the listening selection
8. posing of questions by the teacher to focus the listening on specific tasks or information.

9. homework assignment of listening to a relevant television or radio show

While the students are listening to the tape on the first, second or subsequent playings, the teacher can ask them to perform listening activities such as:

1. completing charts or graphs with specific information from the sample.
2. checking items from a list as they are heard
3. taking notes

After the listening selection is over, the teacher can engage the students in a variety of cognitive and communicative post-listening activities such as:

1. Problem-solving with information based on the tape or other realia
2. Identification of the main idea of the selection
3. Recognition of key points in the conversation
4. Recognition of the sequence of events
5. General class pooling of information about the selection
6. Description of the situation, register, participants, and tone of the tape
7. Field trips to business community to follow-up on information or questions generated by the selection
8. Preparation and collection of interviews or conversations with business persons related to listening selection (in person or via the telephone)

9. Drawing conclusions or making predictions about the outcome of events in the taped conversation
10. Recognition of speaking and listening strategies of participants to handle hesitation etc
11. Paraphrasing ideas expressed in selection
12. Expression of reactions or opinions related to sample
13. Retelling the conversation to partners
14. Guessing the meaning of unfamiliar words through context

All of the above activities can emphasize real communication and reflect actual listening tasks that native speakers typically perform. To provide additional listening practice, the teacher can select activities that are interactive, that allow the student to communicate with others and actively use the information contained in the sample. In each of the listening activities, the teacher should remember that perfect comprehension cannot be a realistic goal for the ESL students, since as Brown (1977) and Johnson (1982) point out, the student has to rely on imperfect linguistic skills for a long time and cannot wait for perfect comprehension to occur. The ESL students must learn to do what native listeners do - that is to fill in the gaps of partial understanding to the best of their ability.

In conclusion, the range and variety of authentic materials available to the enterprising business ESL teacher are vast, as are the types of communicative activities that can accompany the selections. The relevance, high interest value, and teaching power of such materials make them of great usefulness to the business ESL student.

References

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Authentic Listening Materials for Business on Television

Titles of Business Programs Shown in Miami, FL in a Typical Week

To avoid repetition, program titles are given only once, although the same show may be presented several times during a week

Monday evening

Real estate and investment seminars
Nightly business report
Moneyline
Everybody's money matters
Success stories
Investment advisory
A millionaire's secret to wealth

Monday - Friday daytime

Nation's business today
Markets and money
60 minutes to success
Success strategies for women
Marketwatch AM and PM
Wallstreet countdown
Marketwrap
Money talk

Saturday

Wall Street Journal report
Buyers forum
Minority business report
Wall Street Week

Sunday

Action Line- consumer protection	The Millionaire Maker
It's your business	Courage to be rich
Your money	Financial independence
Creating wealth through government loans	in two days
Taxbreak: 55 and older	Instant Cash Systems
Credit card millionaire	
Moneyweek	
Money, money, money	
On the money	
Morey's markdown market	
Real estate	
Adam Smith's Money World	
Cash flow	
Inside Business	
Moneymakers	
Keys to Success	
Stocks, Options and Futures	



new home appointment and data sheet

realtor associate **time & date** **phone**

Assignment: Make an appointment with a realtor to look at houses, apartments, or town houses. Take notes on the features of each house. Be prepared to describe what you saw to a partner in your class.

Alternate Assignment: Visit several houses or condominiums that are for sale and are open to view to the public during "open house" hours. Such houses are listed in the real estate section of your local newspaper each weekend. Take notes on the features of each, and be prepared to report your findings to a classmate.

homes I have seen and liked:

address: _____ **price:** _____

good features: _____

bad features: _____

address: _____ **price:** _____

good features: _____

bad features: _____

address: _____ **price:** _____

good features: _____

bad features: _____

address: _____ **price:** _____

good features: _____

bad features: _____

- ☐ 8830 SOUTHWEST 73rd STREET, MIAMI, FLORIDA 33143, (305) 887-4818
- ☐ 13987 SOUTHWEST 88TH STREET, MIAMI, FLORIDA 33186, (305) 385-1134
- ☐ TOWN CENTER / 8831 MAIN STREET, MIAMI LAKES, FLORIDA 33014, (305) 857-0100

First Impressions Last.

Why try to tell a prospective buyer how your home *could* look when you can *show* him with just a few small repairs, some clean-up and a little redecorating?

Many times, buyers overestimate the costs of painting and repairs. Showing your home to its best advantage will result in a faster sale at a higher price.

Here are some things you can do to enhance the sale of your house.

1. *The front door greets the prospects.* Make sure it is clean and inviting. Paint gutters and downspouts. Keep your lawn well manicured.
2. *Faded walls and woodwork reduce appeal.* A small investment in painting will make your home look fresh and can return more in additional selling price.
3. *Pay attention to details* — Loose knobs, sticking doors and windows, pushed out screen doors and other minor flaws detract from your home's value.
4. *Fix that faucet!* Dripping water discolors sinks and implies faulty plumbing. Always make sure sinks and drains are clean and clear.
5. *Bathrooms help sell homes.* Check and repair caulking around tubs and showers. Make this room sparkle, enhance it with fresh flowers, clean guest towels and bathmats as you would for a special guest.
6. *Arrange bedrooms neatly.* Remove excess furniture and use attractive bedspreads and freshly laundered curtains. Open the windows and let lots of fresh air in.
7. *Make closets look bigger.* Neat, well ordered closets show that space is ample. Closet lights are a special bonus: put some in!
8. *Display the full value of your attic, basement, and other storage areas* by removing all unnecessary articles. Perhaps now is the time to start packing some of those items, and have neatly stacked boxes instead of cluttered shelves.
9. *Let the sun shine in!* Open drapes and curtains to show how cheerful your home can be. Turn on every light in the house including closet lights.
10. *Soft music is inviting.* Have the intercom or stereo tuned to a station of soft background music.
11. *Pets underfoot?* Keep them out of the way — preferably out of the house. Pay special attention to pet odors in the house: air it out often.
12. *Silence is golden.* Be courteous but don't force conversation with the potential buyer. He wants to inspect your house, not pay a social call.
13. *Three's a crowd.* Avoid having many people present during inspections. The prospect will feel like an intruder and will hurry through the house. Too many people in a house make it look smaller.

Role Play: A realtor has just visited the home of a client who wants to sell her house as quickly as possible. However, the lawn is too long, the front door has fingerprints all over it, the walls inside need painting, the closets are dark, etc! The realtor tries to give the client advice on how to make the house more attractive to prospective buyers. (Use the tips above for guidelines)



Merrill Lynch Realty

5830 SW 73 St., Miami, Florida 33143



Assignment: Call the realtor listed below for more information about one of the houses on this page.

Prepare for the call by

667-4815

making a list of questions to ask the realtor about the house.

BARBARA BITTER, Associate • Eves 661-7730

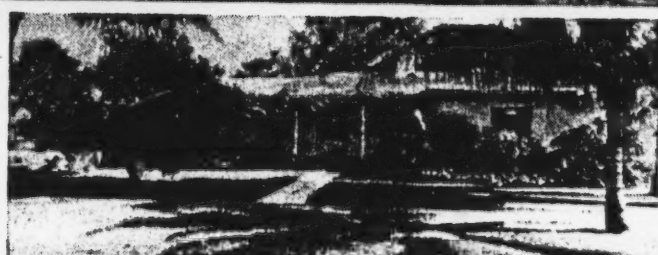
EXQUISITE CUSTOM-BUILT HOME

Elegance and charm characterize this 3 bedroom, 3½ bath home on 1.88 acres, built around a beautifully landscaped patio with a fish pond. All rooms have 10' ceilings and are unusually spacious with many windows. Fireplaces in living room and larch-paneled den. Pinecrest School. \$399,000.



COUNTRY LIVING IN PINECREST

An immaculate and charming Dade County pine home on almost 1½ acres, on a quiet street. 3 bedrooms, 2 baths, new kitchen and a sparkling pool. Plenty of room for a north-south tennis court or for the house to grow! Assumable mortgage. \$195,000



A CHARMER IN SOUTH GABLES

Impeccably maintained 2 bedroom, 2 bath home on beautifully landscaped lot. Large 32x14', bright living room with a woodburning fireplace. Large Florida room-dining room opening onto brick terrace. Plans for an extension are available. \$139,000



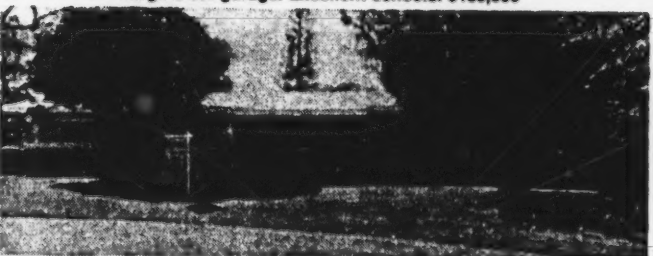
FOR THE LARGE FAMILY

5 bedroom, 3 bath pool home in Southwood. 2 rooms and a bath are separate. Would make ideal in-law or teenager's suite. Large 2 car garage. Excellent schools. \$139,000



BRIAR BAY

Spacious 4 bedroom home near The Falls and Bloomingdales. Large rooms, elegant tile in dining room and entry, built-in bookcases in family room. Screened pool. Breakfast room, indoor utility room. Large side-entry garage. Will lease-purchase. \$139,000



MILLER ROAD AREA

Excellent location for the University of Miami and downtown. 3 bedroom, 2 bath home. Sewing or hobby room off the kitchen. Large lot. \$137,500



ANY LITTLE LEAGUERS IN THE FAMILY?

Attractively upgraded family home near Continental Park. 3 bedrooms, 2 baths. 1 bedroom has built-in desk and bookshelves. Tiled kitchen, tiled family room and a beautiful screened pool. \$127,000

Assignment: Compare and contrast the two houses described below. Specifically look at price, annual taxes, size of 1st mortgage, lot size, year built, type and number of rooms, and any special features. Write the information about each house in a chart.

Role Play: You are a realtor who wants to show these two homes to prospective clients, a young couple. Describe the features of each home to your customers, and answer their questions.



HERRYLL LYNCH/COUSINS 667-4815 ER A/R/S \$184,000
#M03164-99 CSNA1 15305 SW 78 CT INFORMATION HEREIN IS NOT WARRANTED

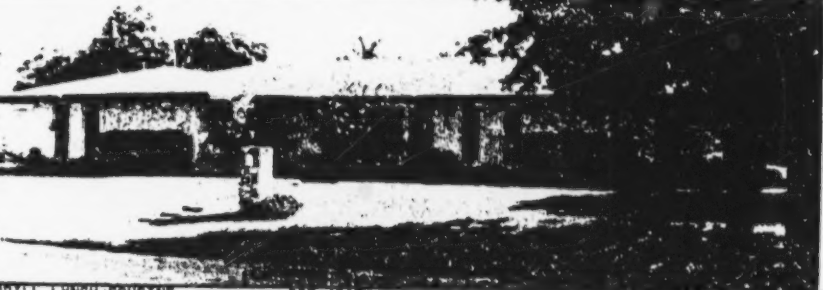
PM: 30 50 27 31 018	PG: 65	SH: EASTGROVE ESTS	ES: CORALN	JN: SOUTH	SW: PALMET
PR: 90	DR: 28	FR: LOT 3 BLK 4 EASTGROVE ESTS SEC 4	MT: 48	MR: 120X127	VR: 1971
1M: \$58,000	2M: 1P: \$808	PIT: 11: 8.50%	21: 0.00%	TV: 1984	1M: FLAGLER FED
2M: EQ: \$128,000	TX: \$2,291	LL: 21: 0.00%	FE: 2M: 0	ON: S.E. PROPERTIES	
MR: \$1.00	TD: CH: L/O	CP: 667-4815	EC: 3%		
LA: L. ROBINSON					

152 ST. TO 78 CT.

OH, SO PRETTY! UPDATED IN LIGHT NEUTRAL COLORS-EXPENSIVE WALLPAPERS, TILE AND CARPETS. SPLIT MASTER BEDROOM, PICTURE GALLERY FOYER, PROFESSIONALLY LANDSCAPED GARDEN. QUIET STREET! STEPS TO PARK AND TOP SCHOOLS. PADDLE FAN AND HURRICANE SHUTTERS.

SINGLE FAMILY SPLIT BEDROOMS AWNING WINDOWS WELL WATER 1 CAR CARPORT DISHWASHER FOYER ENTRANCE FRUIT TREES CONV REFINANCE	ONE STORY SCREEN PAT/POR SLIDE CLASS DR SEPTIC TANK CIRCULAR DRIVE DISPOSER INTERCOM AWNINGS POSS-FUNDING	4 BEDROOMS CBS COOL-1 CNT UNIT NATURAL GAS IN-GR SCR POOL SMOKE DETECTOR SPRINKLR SYSTM HURRICAN COVER VACANT	2 BATHS FLAT TILE ROOF COOL-CEIL FAN CABLE TV AVAIL POOL-CHLD GATE BLINDS/SHADES WELL & PUMP FREELY ASSUM KEY IN OFFICE	DINING "L" W-W CARPETING HEAT-CENT ELEC W-HT GAS RANGE-ELECTRIC PLNT SHUTTERS FENCE-REAR HOMESTD EXEMPT NOT FURNISHED	FAMILY ROOM CERMC TILE FLR CITY WATER 2 CAR GARAGE REFRIGERATOR PANTRY TV ANTENNA ASSUMP AVAIL
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INFORMATION HEREIN IS NOT WARRANTED



HERRYLL LYNCH/COUSINS 667-4815 ER A/R/S \$194,900
#M0325865 CSNA1 15325 SW 78 CT INFORMATION HEREIN IS NOT WARRANTED

PM: 30 50 27 31 0180	PG: 65	SH: EASTGROVE ESTATES	ES: CORALN	JN: SOUTH	SW: PALMET
PR: 90	DR: 28	FR: LOT 3 BLK 4 EASTGROVE ESTS SEC 4 LOT 5, BLK 4	MT: 48	MR: 120X127	VR: 1971
1M: \$40,031	2M: 1P: \$379	PIT: 11: 7.25%	21: 0.00%	TV: 1985	1M: CITIZENS
2M: EQ: \$154,869	TX: \$2,399	LL: 21: 0.00%	FE: 2M: 0	ON: KRUTCHIK	
MR: \$1.00	TD: CM: APPT SECY	CP: 662-6659	EC: 3%		
LA: L. ROBINSON					

TAKE 152 STREET TO 78 COURT SOUTH-5TH HOUSE ON LEFT.

THIS SPOTLESS HOME SHOWS BEAUTIFULLY! NO EXPENSE SPARED IN DECORATING IN LIGHT EARTHTONES W/DESIGNER WALLPAPER AND TILE FLOORS. ADDED BONUS OF HURRICANE SHUTTERS + EXTRA INSULATION. LOCATED ON "NO TRAFFIC" STREET. EXECUTIVE AREA. OWNER CANNOT GIVE OCCUPANCY UNTIL 6/86.

SINGLE FAMILY BREAKFAST AREA W-W CARPETING COOL-CEIL FAN CABLE TV AVAIL RANGE-ELECTRIC SMOKE DETECTOR UTILITY RM-OUT HOMESTD EXEMPT	ONE STORY FAMILY ROOM CERMC TILE FLR COOL-ATTIC FAN UNDERGRND UTIL REFRIGERATOR DRAPES & RODS FENCE-PARTIAL	4 BEDROOMS SCREEN PAT/POR AWNING WINDOWS HEAT-CENT ELEC W-HT GAS DISHWASHER BLINDS/SHADES BARBEQUE-GAS	2.5 BATHS CBS SLIDE CLASS DR CITY WATER 2 CAR GARAGE DISPOSER INTERCOM TV ANTENNA	DINING "L" B-U GRAVL ROOF BAY WINDOW SEPTIC TANK SLAB/STRIP PRK WASHER SPRINKLR SYSTM FRUIT TREES	EAT-IN KITCHEN CONCRETE FLOOR COOL-1 CNT UNIT NATURAL GAS IN-GR SCR POOL DRYER WELL & PUMP HURRICAN COVER
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Business Cards



**Merrill Lynch
Realty**

Cousins

LINDA ROBINSON
BROKER-SALESMAN

5800 SOUTHWEST 73RD ST
MIAMI, FLORIDA 33143



OFFICE: (305) 667-4815
RESIDENCE: (305) 235-7763

Look at the business card of Linda Robinson above. What information is presented in her card?

Using the sample business card above as a guide, design your own business card in the space indicated.

YOUR CHECKLIST FOR FAMILY MOVING

Role Plays: With a partner, role play each of the situations below listed between the asterisks. For example, at the bank in your new town where you have just bought a house, arrange for a transfer of funds from your old bank to the new, & bank arrange for check-cashing privileges and a new checking account at the new bank.

Utility Companies

Route Men

School Records

Medical, Dental,
Prescription Histories

Church, Club,
Civic Organizations

Pets

* * *

Role Play: A realtor advises a young couple who are about to move how to plan ahead for their moving day. The couple ask the realtor to explain several of the suggestions, in order to receive clearer information.

Send Change of Address to:

- ☐ Post Office: Give forwarding address.
- ☐ Charge Accounts, Credit Cards
- ☐ Subscriptions: Notice requires several weeks.
- ☐ Friends & Relatives
- ☐ Transfer funds, arrange check-cashing in new city.
- ☐ Notify new location for coverages: Life, health, fire, auto.
- ☐ Transfer of car title registration is necessary; also driver's license; city windshield sticker; motor club membership.
- ☐ Gas, light, water, telephone, perhaps fuel; get refund of any deposits made; arrange in new town for immediate service.
- ☐ Laundry, paper boy, milk man; changeover of services.
- ☐ Ask for copies or transfer of children's records.
- ☐ Ask Doctor and Dentist for referrals; transfer needed prescriptions, eyeglasses, X-rays.
- ☐ Transfer memberships; get letter of introduction.
- ☐ Ask about regulations for licenses, vaccinations, tags, etc.

And don't forget to:

- ☐ Empty freezer; plan use of foods.
- ☐ Defrost freezer-refrigerator. Place charcoal to dispel odors.
- ☐ Have appliances serviced for moving.
- ☐ Remember arrangements for TV and antennae.
- ☐ Clean rugs or clothing before moving; have them moving-wrapped.
- ☐ With your Moving Counselor, check: insurance coverage, packing and unpacking labor, arrival day, various shipping papers, method and time of expected payment.
- ☐ Plan for special care needs of infants.

And on moving day:

- ☐ Carry currency, jewelry, documents yourself; or use registered mail.
- ☐ Plan for transporting pets; they are poor traveling companions if unhappy.
- ☐ Carry traveller's checks for quick, available funds.
- ☐ Let close friend or relative know route and schedule you will travel including overnight stops; use him as a message headquarters.
- ☐ Double check closets, drawers, shelves to be sure they are empty.
- ☐ Leave all old keys needed by new tenant or owner with agent or Realtor.

Problem Solving: Read the information below about how much house a family can afford. Calculate whether or not the Pepprell family can afford an \$80,000 mortgage on their new \$95,000 home. John and Cathy Pepprell have a joint monthly income of \$4,200. The current interest rate is 10½ % on a fixed rate mortgage. Estimated monthly taxes are \$120, while estimated monthly insurance is \$40. They have a good credit record. Based on the given information, should the Pepprells be approved for their mortgage?

Helping You is Our Business

Owning a home has been part of the American dream for as long as we've been a country. Owning a home is a source of personal pride, it represents security and independence, it's where the heart is...and today, it's quite often a major decision which requires serious financial planning.

At Merrill Lynch Mortgage, we recognize that expert advice can make that decision easier. We understand your need to weigh all the financial alternatives before deciding on which dotted line to sign. Merrill Lynch Mortgage professionals can help you focus on your needs and will explain how different mortgage products can fit those needs. After all, helping you to home-ownership is our business.

How Much House Can You Afford?

It's no good finding your dream house if it stretches your budget beyond the breaking point or if you can't get a large enough mortgage to finance it.

Avoid that kind of disappointment with prequalification, a procedure which allows you to find out — even before you start house-hunting — what price range you qualify to buy. At any Merrill Lynch Mortgage or Realty office, a loan officer can prequalify you, based on your answers to certain questions as to income, size of planned down payment, and debt. Final mortgage approval is, of course, subject to verification of those answers.

Generally, mortgage lenders have a guideline which says that a home buyer shouldn't pay more than 28 percent of gross income for a monthly PITI payment. PITI stands for principal and interest on the amount borrowed, along with the expense for property taxes and homeowner's insurance for each month. An additional guideline is that a home buyer shouldn't pay more than 36 percent for both PITI and other recurring monthly debt combined. (Of course, these are only guidelines, and the ratios can vary, based on the size of your down payment and which loan program you choose.)

Here's a typical example: Peter and Cynthia Andrews have a combined gross monthly income of \$2900. They want to get a \$50,000 mortgage on their new \$65,000 home. The initial interest rate when they apply is 12% for an adjustable rate mortgage.

Monthly P&I payment	\$514.31
Estimated monthly taxes	+ 75.00
Estimated monthly insurance	+ 25.00
PITI (Monthly housing expenses)	\$614.31

Calculation of monthly housing expense to income ratio:
\$614.31 (PITI) = 21.2%
\$2900 (Gross monthly income)

Peter and Cynthia have the following recurring monthly debts:

Auto loan	\$225.00
Mastercard (paying off \$500 balance)	+ 25.00
Sears (paying off \$1,000 balance)	+ 50.00
Monthly debt	\$300.00

PITI (Monthly housing expense)	\$614.31
Monthly debt	+ 300.00
Total monthly debt	\$914.31

Calculation of total debt to income ratio:
\$914.31 (Total monthly debt) = 31.5%
\$2900 (Gross monthly income)

Based on the above income and debt figures, and assuming a satisfactory credit history, the Andrews should be approved for the \$50,000 mortgage.

THE WALL STREET JOURNAL REPORT: BASIS FOR A MODEL
PROGRAM IN BUSINESS ENGLISH

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Dr. Louis V. Zuck

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A RESOURCE PERIODICAL

Second language programs in Business English need to be timely, efficient and appropriate in the materials and methods selected for the business professionals who often must learn another language in a relatively short time. One successful model for an ESL program (English as a Second Language) selects the core texts from a single recurring publication or broadcast. In this paper we have selected material from The Wall Street Journal Report (WSJR), a weekly television program, to illustrate the model.

The core text or "resource periodical" can be any regularly occurring newspaper, television program, magazine, or radio program which contains material relevant to the interests and experiences of the language learner. The resource periodical can also be a journal, newsletter, or series of monthly reports (but not a single report). The use of only one periodical maximizes the opportunity to become familiar with the format, the topics, and, most importantly, the frequently used story genres, or scripts as we have labeled them. The learner may choose to emphasize different perspectives of a single text or to pursue different texts depending on his/her needs and interests at a given time. When individual students have questions, other students will consider the comments relevant because they usually remember having seen or skimmed the text in question. They may even have noted the same problem area.

The WSJR is a particularly appropriate resource periodical for multicultural groups for at least three reasons. First, the business oriented topics are discussed from several business perspectives, yet each segment contains sufficient background information for those who have not previously been introduced to the topics. Second, especially in the

- 2 -

opening segments of the program, the visual clues to the oral text make guessing natural and productive when concepts or vocabulary expressions are unknown. Third, the length of the segments allows listeners to become familiar with the development of the text, yet the three to five minute segments, complete in themselves, can be repeated for different listening purposes and still allow sufficient time for discussion in a class.

If we leave aside commercials, the WSJR appears to consist of at least four regular and recognizable segments. These four segments are: "The First Front Page," "The Second Front Page," "Money Matters," and "Market Watch." "The First Front Page" is the week's major story. It is a longer segment, about five minutes in length and endeavors to provide background to some issue currently in the business news. "The Second Front Page" often consists of a profile of some person in the news and then moves on to explain why the person is in the news. The third section, "Money Matters," provides background information for people controlling their own investments. This segment provides short, clear definitions for study. Also, the pros and cons of various investment decisions are explored. The fourth segment, "Market Watch," follows (sometimes predicts) the week's developments in the stock market. While ^{it is} interesting, the brevity of the reports coupled with the complexity of the stock market makes this segment less useful for the Business ESL class than the segments that precede. Finally, we should point out that the WSJR begins with useful headlines of the week's stories backed by video clips. Together these prepare students to recognize when the action has shifted from one segment to another. These headlines also function as "script activators," a subject we shall return to below.

SCRIPTS

Most of the news stories on the WSJR can be classified under one of a small number of story genres that we are calling scripts. Some of these script titles are as follows: Problem, Decision, Innovation, Profile, Trend, and Forecast. Scripts have a stereotypic content structure consisting of several predictable chunks of information or categories of content, as we prefer to call them. For example, the script labeled Forecast appears to have the following categories of content: Prediction - this states the topic and indicates whether the prediction is an expected trend (comparative) or an event (non-comparative). Time, which can be specific or non-specific, gives the period the prediction covers. Source identifies the person/group making the prediction and establishes credentials. Basis gives evidence and perhaps some indication of its reliability. Range indicates people/things affected if the prediction comes true. Reassessment addresses any change from an earlier prediction, and, finally, Modification has to do with factors that might either prevent/ensure, strengthen/weaken the prediction. Long forecast stories will often have all of these categories; short forecasts will usually have only the first four or five.

These stereotypic categories of content not only make up the structure of the forecast script; we believe that they also exist as part of the knowledge that adults have about forecasts. That is, given only the prediction that the economy will be good and the requirement that the prediction is of interest, a series of questions that match up with several categories will arise in the minds of many listeners. (At this point the reader might pause to reflect upon the questions that come to his/her mind concerning the italicized prediction.) Possible questions are as follows:

What period is covered by the prediction/When will the prediction take place? (Time); Who made the prediction? What are the qualifications of that person or group? (Source); What evidence is the prediction based on? (Basis); Who/what will be affected if the prediction comes true? (Range); How does this prediction differ from earlier predictions on the same topic? (Reassessment); and What factors could alter the prediction? (Modification).

It would be a mistake to believe that what we have here is nothing more than the Who What Where When and Why of a news story. These question words by themselves do not distinguish one script from another; furthermore, they do not cover all categories of content. It is precisely the categories of content found within texts and the concomitant questions that exist in the minds of listeners that distinguish one script from another.

At this point it should be mentioned that we are not interested in proposing a rigorous theoretical model for the structure of news stories. Rather, we are only suggesting a method of dealing with unfamiliar texts in a spontaneous way. We have transcribed the video text that we plan to examine only in order to aid us in discussing our approach. What is required of the teacher is not that he/she transcribe video texts but that he/she be able to identify different scripts and their categories of content. To state the matter differently, the teacher's main task is to help the language learner develop his/her own strategies of listening (and reading) by anticipating answers to questions.

It is not unusual for scripts to combine to form the basis of news stories. For example, a news story might be based on a Decision script and a Problem script, or a Decision script and an Innovation script, as is the

case in the following news story, one we have chosen to examine in some detail (See Appendix for complete text.)

The categories of content associated with a Decision script include at least the following: The Decision itself, Agent (the person or group responsible for the decision), Affected (persons affected or potentially affected by the decision), Pro (those who support the decision), and Con (those who oppose). Obviously there will be overlap between Affected and Pro/Con; nevertheless, the distinction is worth keeping. Categories of content associated with Innovation include at least the following: the Innovation itself, Process (the mechanics of the innovation), Application, Advantages, Disadvantages, and Beneficiaries. Here the reader might reflect upon the questions that come to mind if he/she were told first that an important decision had been made, and then second that a significant innovation now existed.

The main segments of the WSJR are introduced by spoken headlines or script activators that set up a series of expectations in the listener, expectations that can be stated in the form of questions. In the script at hand, the script activator prepares the listener for a decision story--"The government is giving the green light to preserving meat, fruit, and vegetables with radiation"--and hints that innovation might be involved--"...you'll soon be able to eat like astronauts."

At this point we would like to suggest an analysis for only a few lines at the beginning of the news story. For an analysis of the entire story, using the categories of content listed above, the reader should examine the text in the Appendix, which has the categories of content noted at the appropriate places in the text. We do not feel compelled to account for every piece of information in the text. Our goal is to account for

only the more salient pieces. We wish to show that the approach that views a text as answers to predictable questions does indeed account for most of the information. By including a complete written text and suggested analysis for illustration, we do not wish to mislead readers. We wish to underline that in the classroom it is the process of developing appropriate questions from the script activator and seeking answers in the oral segments (radio or video) or written discourse (magazines or newspapers) that should be the main activity. Teachers have to forsake the usual security of prepared transcripts and prepared questions. True, not everything will be understood; not everything will be discussed, but learning to tolerate some ambiguity and unintelligibility is one of the strategies needed by second language learners.

The first line of the story states the Agent for the Decision; then lines 2 and 3 give the Decision and mention the Innovation. (See Appendix.) Line 3 also states the Application and lines 4-9 give Advantages and Disadvantages of the innovation. Lines 10 and 11 state Beneficiaries as does line 13. Lines 14-16 again state Disadvantage. (Many categories of content are instantiated more than once in a story.) Lines 16-18 state Application, etc.

The reader may not agree entirely with the analysis given in the Appendix; however, he/she will agree with most of what we have done if our approach has validity. As we pointed out above, most texts are combinations of more than one script. The script that is chosen by the reader/listener influences the way the information is understood. Thus we note that some parts of the text have dual roles so to speak. For example, the statement (line 57): "That kind of massive use of irradiation alarms consumer groups..." fulfills the role of Disadvantage in the Innovation

script and Con in the Decision script. This double role is not a contradiction but an instance of the multiple functions of language. Such multiple functioning is found in authentic language use and should be noted and discussed.

PARTICIPATION AND AUTHENTIC MATERIALS

For many teachers, the primary obstacle to using timely, authentic material in the classroom is their perceived need to do extensive preparation. This preparation usually consists of time spent on selection of material, choice of key words and concepts, exercise material such as drills and discussion questions, and most likely some form of measurement. If all the decisions necessary for a class to run smoothly - what to teach, how to teach, and how to test - are embodied in the usual preparation by the teacher, what is left for the students to decide is rather superficial and insignificant. There is literally no reason to participate in class.

If, however, the material for the class is selected from the texts in a resource periodical, then each learner can contribute to the selection. Furthermore, if the teacher acts more as a chairman of the group and suggests ways to make the selection, some surprising benefits accrue.

The use of several issues of a single periodical throughout a course provides a consistent view of its audience (listeners/readers) and allows learners to develop a sense of confidence and familiarity with the topics, approach, and language used. The content, in this case business, should be as close as possible to the level of specialization that the learners would be able to understand in their own language. Ideally, the periodical should contain the kind of material the learners will need to be able to utilize in their business transactions in the second language. At least some of the topics should have general or on-going relevance to the

professionals in the group--at least to some of the people some of the time. When an appropriate periodical is chosen, the selection of which text to pursue can easily be determined by the group on the spot, so to speak. The discussion of reasons for choosing one text versus another also provide excellent, useful, involved language exercise. Students can be quite articulate when they realize that what they say does make a difference. On the other hand, teachers can be quite flexible when they realize that they can teach whatever language strategies they want regardless of the text that is chosen.

The use of the periodical should be similar to the use that a typical business reader/listener would make of the material; not the use a language learner typically makes of a text. Readers/listeners tend to pay attention only to those segments that interest them in some way. Not every part is considered equally important or useful. Readers/listeners tend to read about/listen to the topics they already know something about and to read/listen for answers to questions or solutions to problems. Consequently, a reader or listener who approaches material with some purpose is predisposed to stop paying attention when he/she is convinced that he/she has enough information for his/her purpose or convinced that the information will not be relevant to his/her purpose.

The content of current periodicals frequently centers on topics actively being discussed by professional peers and the general media. Learners are easily encouraged to further explore the topic (and incidentally re-encounter the language) in slightly different contexts and, importantly, in different modes. Thus, if the basic text is oral (as in our illustration), learners should be encouraged to look for related written texts. Non-academic business language learners appear to enjoy

using such popular guides as the Reader's Guide to Periodical Literature and the various newspaper indices that are now available. Academics continue to benefit from access to the standard business journals. The food irradiation topic turned up many pamphlets and other written texts. One relatively short, eight-paragraph text "Food Irradiation expected to get FDA approval" in The Wall Street Journal (November 27, 1985, p. 6) added several bits of new information to the categories developed by the group after viewing the WSJR tape. The new information expanded the knowledge of the innovative process, i.e., "The radiation ... kills insects and bacteria by disrupting the cellular makeup", the labeling alternatives--a two year trial with both symbol and statement and the statement with and without the qualifier "to preserve food", the negative effect on food--foods lose vitamins, the effect of radiation on mice, and even a previously unmentioned motivation for allowing the process to be used: "...an effort to protect nuclear weapons production from criticism by linking it to peaceful uses." When a language learner finds related text to supplement class discussion, he/she feels he/she has something worthwhile to contribute (or in other words, a reason to use the language). As a person, not as a teacher, J. Zuck recalls her own excitement at being able to contribute a fact learned from the evening television; namely, that food irradiation is already an accepted practice in twenty-two countries. Imagine the effect of a similar contribution on the self-esteem of a normally passive language student! It is this sense of making a contribution that gives focus to both reading/listening and to speaking/writing.

SCRIPT ACTIVATOR

The headline that comes at the beginning of a radio, TV program, or appears on the title page of a magazine or newspaper, usually tells both the general topic and the manner in which it will be developed. In our approach such a headline is called a script activator because it provides the most useful organizational suggestion on how to proceed.

In the food irradiation text, the activator indicates that a decision, and, most likely, an innovation, will be the focus of the text. Before watching the video (or reading the written text if one is working, say, with a newspaper) the group should discuss decisions and what they know about them. Put some questions and terminology on the blackboard as contributed by the students when they discuss some decision they made such as the decision to learn English. Then word the questions more abstractly so that they can relate to other kinds of decision such as the one to be found in the text.

It is the script activator that allows a teacher and students to discuss the rhetorical points (as predictable by relevant questions) and gives focus to unpreviewed material. If the teacher has not seen the text beforehand, he/she is more likely to help the students acquire a strategy for dealing with texts than to merely summarize the text as he/she might if he/she had watched it in advance.

BUILDING VOCABULARY

One of the often cited reasons for avoiding authentic material is the complexity of the seemingly uncontrolled vocabulary. The script approach to the use of an unfamiliar text provides useful limits on what has to be learned. At the outset, we must recognize that words in both the foreign language and the native language are seldom learned the first time they are

encountered. We tend to become increasingly aware of words and begin to construct meanings for them as the words recur in contexts in which the meaning is important to us. Occasionally the reverse is true: We have a meaning in the second culture for which we are just waiting to find the word(s).

When a group examines texts with an eye toward answering the questions posed by a script, vocabulary learning is organized in two ways. First, the words used to discuss specific kinds of questions recur over time. In other words, the vocabulary words and expressions associated with a decision script will occur so that students can begin to note patterns of words that are used to describe decisions. For example, decisions are controversial or unanimous, tentative or final, expected or unexpected, and, to use a final example, often long-awaited when they are official and involve bureaucracies. A second organizing feature resulting from a script approach helps to indicate which parts of a text are relevant to the categories of content being studied either individually or as a group. In the illustrative text, a business person interested in marketing is likely to be interested in the factors that influence the consumer. The reactions to the decision would be a possible organizing rubric. In fact, after reading about various quoted reactions from potential consumers, a marketing person might organize a survey and obtain some first-hand reactions both from his classmates and from shoppers at a market. Several possibilities for such a survey suggest themselves in this text. What are the reactions to various symbols of radiation or irradiation? What do consumers think about when they see a product which contains the words "treated with radiation"? Does the reaction change when the statement is qualified: "Treated with radiation to preserve freshness."? etc.

While it is obvious that there are many business-oriented idioms in the illustrative text, it would be wasteful to make lists of words that "should" be learned. The expressions that the individual learner has encountered several times before will be noted and even used by him in discussions. Most of the other expressions that he observes for the first time need not even be discussed. Either these expressions will recur (and be that much more familiar) in subsequent contexts or their failure to recur makes obvious the limited usefulness in learning them.

One useful way to learn language strategies encompasses more than the word level and blurs normal linguistic boundaries found in language teaching texts. In the illustrative video periodical the narrator conveys a sense of tentativeness or caution in what he is saying. The claims for the safety of irradiated food are hedged by both aural and grammatical cues. See, for example, line 5 where he uses attribution --"says the FDA"-- to detach himself from the claim. Another example is found in line 37: "But, if the FDA is convinced....". In other words, the controversial nature of the decision encourages the narrator to present his report in a tentative framework. Listeners should note this feature of the discourse and be alerted to it in other reports.

As for vocabulary that is highly relevant to the decision script, we can find three expressions that have substantially the same meaning if we examine both the script activator and the script itself. Learners should look for words that express the decision to permit something: "to give the green light to," "to give the go ahead to," "to approve." It should be noted that vocabulary growth is relatively slow and begins with recognition of familiar words, and then proceeds to group together words with roughly similar meanings and finally allows words to be produced appropriately.

CONCLUSION

The term periodical was expanded to include all magazines, newspapers, journals, radio programs, and television programs that are published or broadcast regularly with a regular format and changing content. A single periodical which serves as the primary source of authentic texts for a specific language class was called a resource periodical. A periodical serves as a resource periodical when the issues concurrent with the classroom course provide the primary source (though not the only source) of authentic texts around which the course is based. Script theory views written and oral texts as answers to predictable questions based on script type or genre. Scripts theory is suggested as the theoretical model for spontaneous use of authentic texts appearing in the resource periodical. Using a video-typed oral text from the Wall Street Journal Report, we illustrated the theoretical and practical aspects of the script approach.

APPENDIX

Script Activator: Not everybody can take a ride on the Shuttle, but you'll soon be able to eat like the astronauts. The Government is giving the green light to preserving meat, fruit, and vegetables with radiation.

5 The Food and Drug Administration (Agent) has given the go-ahead to a scientific process (Decision) that could revolutionize the food industry (Innovation). It preserves food (Application) almost indefinitely without dangerous chemicals (Advantage) and, says the FDA, without harmful side effects (Advantage). The catch: It involves exposing food to high doses of radiation (Disadvantage). That fact, among others, has the Government and the food industry tip-toeing into the brave new world of irradiation.

10 Last November the shuttle astronauts dined on an irradiated Thanksgiving meal (Beneficiaries). Food preserved by exposure to radiation has been a staple of the space program for years, and since the 50's American soldiers have been consuming irradiated foods (Beneficiaries). But the commercial food industry has avoided
15 it, turned off by the high costs and the public relations problem of using radiation to preserve edibles (Disadvantage). Until recently, the biggest civilian use of irradiation has been to sterilize medical supplies, spices, and even rawhide doggie bones (Application).

20 This radiation technology plant is typical. Material to be treated is stacked in containers, then runs around a track inside a concrete block structure containing rods of radioactive cobalt (Process) Until now it has been a small industry dominated by a handful of companies. That is about to change. The Food and Drug Administration
25 (Agent) has now approved the use of irradiation (Decision) to kill the micro-organisms that cause trichinosis in pork (Application) and it has approved similar treatment to kill insects and extend the shelf-life of fruits and vegetables (Application).

30 The man who has led the fight for this bureaucratic breakthrough is Dr. Martin Welt, a scientist, entrepreneur and irradiation enthusiast who thinks this is just the beginning (Pro). "If the FDA approved pork, how are they not going to approve beef? How are they not going to approve fish? (Potential Decision/Application). The FDA has now agreed with us and with other experts in that
35 particular point. In fact, I will tell you that the whole attitude of the FDA has changed. There is nobody I can identify in the FDA today who is against food irradiation." (Pro) But if the FDA is convinced of the benefits of irradiation, its press releases now avoid the use of the word, substituting a new one
40 picowave.

(Woman being interviewed) "Picowave? I don't even know what it means. That's what I think about it."

(Another woman being interviewed) "I don't feel good about it at all. At all" (Con).

- 45 The FDA has answered the complaints of consumer groups (Con) by ordering food exposed to irradiation to be labeled with this international symbol for irradiation. Dr. Welt doesn't mind this label. "We'll advertise that symbol as being a symbol of quality just as we do on carrots and other types of vegetables
- 50 that we might be manufacturing, so the consumer will know if the food was irradiated. If they don't want to have irradiated food, they'll see that symbol and they won't buy that food." If, indeed, the public accepts picowaving or irradiation, Welt's publicly owned company is positioned to cash in (Advantage).
- 55 (Welt) "We can move out 2.4 billion pounds a year, which is roughly one half of what I estimate the market for...(inaudible)" (Advantage). That kind of massive use of irradiation alarms consumer groups who fear side effects from radiation and danger from the spread of such facilities (Disadvantage/Con). Users of irradiation
- 60 say it has been tested more than any other form of food preservation (Advantage/Pro). Pioneers like Dr. Welt think it's a technology whose time has come. "Absolutely, there will be an industry called Food Irradiation and there's no question in my mind when they write the history of the Twentieth Century, food irradiation
- 65 will be considered one of the major technological advances" (Advantage).

- But first the food industry has to believe that irradiation is good business and the consumer has to be convinced that picowaving is good for him (Disadvantage/Con). Even after thirty years
- 70 of study there are many unknowns about irradiation (Disadvantage). The safety debate centers on a side effect, the creation of the new chemical substances called "unique radiolytic products" or, you'll forgive me, "urps." Opponents say there are too many unanswered questions to allow widespread treatment of foods with
- 75 irradiation (Disadvantage/Con).

(Unofficial transcript of Wall Street Journal Report, segment January 12, 1986. Reproduced by permission of R. Townley, producer.)

AN INTRODUCTION TO BUSINESS GERMAN

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BUSINESS GERMAN - Dr. Robert Ambacher

In the summer of 1980, I was fortunate to find myself once again in the Federal Republic and in the company of two dozen other American teachers of German. During an extended conversation with one of these ^{Germanist} teachers, Dr. Richard Whitcomb of Illinois State University, I discovered a man with a mission: Business German. "We need to respond to altered realities in our discipline," Dr. Whitcomb said, "we need to provide our students with skills they can employ in the real world." German and the real world - what would Dr. Adolf, my guide to the universe of Goethe's poetry, have to say about Business German? Indeed, what would Goethe himself say? What could the world of classical Weimar, the centerpiece of my education in German, have to do with the "Ruhrgebiet?"

Further conversation with Professor Whitcomb, in Germany, on our return flight to the United States and during a one-week seminar he held later at Illinois State, proved to be most revealing. Goethe, I was reminded, was the driving force behind the Ilmenau mining project, a fact that is noted by Friedenthal in his masterful biography of ~~Goethe~~:

This mining project is Goethe's greatest practical scheme; he devotes himself to it for tens of years, enthusiastically and at the cost of great effort....He busies himself with silver tests and ore-hammers.... The journies Goethe undertakes over the next few years to the Harz mountains have as their objective, visits to the still flourishing mines and smelting houses.

(Friedenthal, .Pl. 188)

Perhaps the distance between this part of Weimar and the "Ruhrgebiet" is not so very great after all. In the broadest context, mining still is mining. And German still is German.

If we believe that a liberal arts education is of great value in preparing people with the skills and insights necessary to pursue a broad range of interests and occupations, ~~and I assume that we do believe this~~, then we should be able to adapt to changing circumstances in teaching, as well as in life. Most of us have faced the task of applying our liberal arts skills to the teaching of civilization, a discipline for which we also were not specifically prepared and for which, at least in German, no totally adequate text is available. Is business so very different?

Although I am not an expert in economics, I can and do read the newspapers in which business graphs are to be found. And it is not economics that I presently am reading and teaching, it is Business German, the employment of the German language for the exchange of information concerning German business in its domestic and foreign environments. This is an area of teaching which offers rewards as great and as real as the traditional disciplines of German and which has become, in today's world, a national and an international imperative.

The basic goals of Business German, as taught by the traditionally educated teacher at both the college and the high school level, are: 1) the employment and development of the four traditional skills and the fifth skill of translation; 2) the introduction to the vocabulary of business in German; and 3) the introduction to the basic concepts of business, as transmitted in the German language.

Within the framework of our program at Millersville, this relatively new discipline is taught in the German section in a two-semester introduction on the sophomore level, an advanced course on the junior level and a translation course on the senior level. These four courses are augmented by an introduction to busi-

ness and an introduction to economics, both taught in English, outside of the German section.

Since textbooks which we would consider to be adequate ^{ARE IN VERY SHORT SUPPLY} ~~do not exist~~, ^{OFTEN} we must prepare our own materials. In the lesson and related pages I have distributed here, we are concerned with the above-mentioned two-semester introduction to Business German on the sophomore level in college, which would correspond to the third or the fourth year in high school.

In the past five years, I have developed an integrated collection of graphs, readings, business statistics, and geographical sketches based on "Die Zeit," Tatsachen über Deutschland and Der Volksbrockhaus. This material can be prepared by any teacher and can be utilized either for a complete one- or two-semester course, or for any lesser number of individual units integrated into the traditional reading course. Everything here has been employed, tested and proven effective in the classroom.

Central to this course is "Die Zeit," which in any given year publishes some thirty business graphs which range from one-, two- and three-year cycles to five-, ten- and fifteen-year periods. These graphs, when collected and organized, provide a student with the basic introduction to all of the important trends in contem-

porary German business. For my own two-semester course for German and Business majors, I have divided these graphs into five major areas:

1. International Business.
2. German Foreign Trade.
3. The German Government.
4. The Domestic German Economy.
5. The German Consumer.

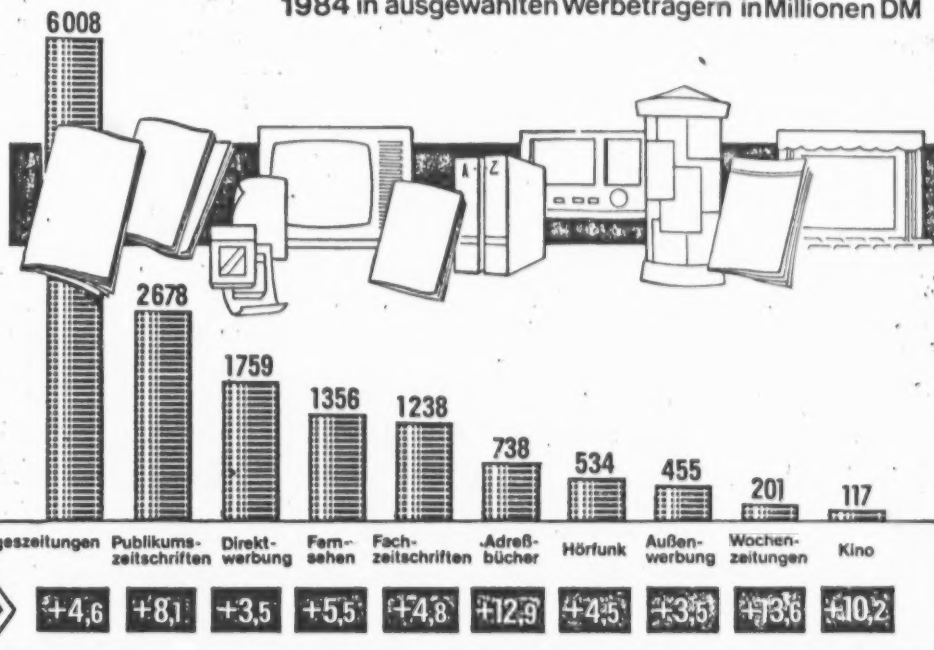
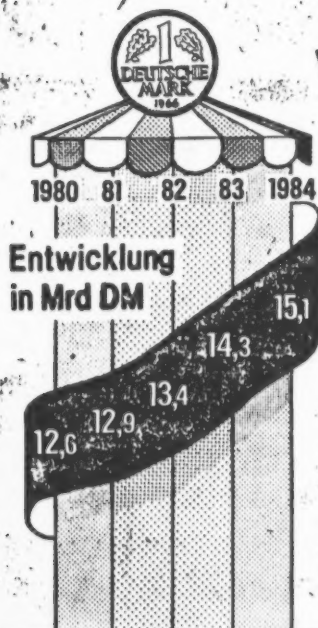
Pursuing this orderly development allows my students to proceed from the broadest of business concerns to the most basic and most principal business figure, the individual consumer, the sum of whose choices ultimately determines the market. This pursuit gives my students that same introductory knowledge possessed by a business- who subscribes to "Die Zeit."

Each lesson consists of:

1. A Graph and its Text.
2. A Vocabulary List.
3. Ten Questions.
4. A "Zeitraffer."
5. A Vocabulary List.
6. Five Questions.
7. A Grammar Introduction

8. A Grammar Drill.
9. A Set of Business Statistics.
10. A Reading.
11. A Vocabulary List.
12. Five Questions.

Werbeausgaben in der Bundesrepublik Deutschland 1984 in ausgewählten Werbeträgern in Millionen DM



Quelle: ZAW

DIE ZEIT/GLOBUS

Werbewirtschaft: Erfreulicher Rückblick

Auf zwei höchst erfreuliche Jahre kann die Werbewirtschaft zurückblicken: 1984 kletterten die Werbeaufwendungen um 5,7 Prozent auf über 15 Milliarden Mark, nachdem schon 1983 ein Plus von 6,4 Prozent erzielt worden war. Nach Angaben des Zentrallausschusses

der Werbewirtschaft (ZAW) hätte das Plus im vergangenen Jahr noch um einen Prozentpunkt höher ausfallen können, wenn nicht der lange Streik in der Druckindustrie gewesen wäre. Einheitlich positiv war die Entwicklung an den Werbemärkten nicht: Während Bran-

chen wie Sparkassen und Banken, Möbelhersteller, Textilindustrie, Kosmetik und Nahrungsmittel sowie die Massenmedien selbst ihre Werbeetats kräftig erhöhten, gab es Kürzungen bei Handel, Waschmitteln und Zigaretten, Putz- und Reinigungsmitteln.

2. Werbeausgaben 1984 (17. Mai 1985)

werben - to advertise	einheitlich - uniformly
die Ausgabe - expenditure	die Sparkasse - savings bank
ausgewählt - selected	der Hersteller - producer
der Werbeträger - advertising medium	die Nahrungsmittel - (pl) food
die Entwicklung - development	der Etat - budget
der Anstieg - increase	die Kürzung - reduction
die Zeitschrift - magazine	der Handel - trade
die Werbung - advertising	die Reinigungsmittel - (pl) detergent
der Hörfunk - radio	
die Wirtschaft - economy	
erfreulich - encouraging	
der Rückblick - review ,	
blicken - to look	
klettern - to climb	
die Aufwendung - expendi- ture	
erzielen - to realize	
nach Angabe - according to	
der Ausschuß - committee	
höher ausfallen - to turn out better	
der Druck - pressure, printing	

3. Werbeausgaben 1984 (17. Mai 1985)

1. Welche Tendenz gab es 1983 und 1984 in der deutschen Werbewirtschaft?
2. Wodurch wurde 1984 ein besseres Ergebnis verhindert?
3. In welchem Bereich wird am meisten für Werbung ausgegeben?
4. Wo wurden die höchsten Zuwachsraten erzielt?
5. Was ist Direktwerbung?
6. Was versteht man unter Außenwerbung?
7. War die Entwicklung auf dem deutschen Werbemarkt einheitlich?
8. Welche Wirtschaftsbranchen investierten weniger in Werbung als früher?
9. Warum müssen die Werbeausgaben im Hörfunk mit mehr als einer halben Milliarde Mark überraschen?
10. Welche Gründe kann es für die geringen Ausgaben in der Kinowerbung geben?

4. Zeitraffer: 22. Februar 1985

Um sechs Prozent auf insgesamt 10,3 Milliarden Mark sind 1984 die Werbeaufwendungen in der Bundesrepublik gestiegen. Nach einer Übersicht der Werbestatistikfirma Schmidt und Pohlmann haben die Publikumszeitschriften ihren Anteil auf 41,9 Prozent erhöht. Die Tageszeitungen hatten leichte Einbußen von 30,6 auf 29,3 Prozent.

5. insgesamt - altogether
werben - to advertise
die Aufwendung - expenditure
steigen - to rise
die Übersicht - survey, review
die Zeitschrift - magazine
der Anteil - share
die Einbuße - loss

6. Zeitraffer: 22. Februar 1985

1. Wie stark stiegen die Werbeausgaben in der BRD 1984?
2. Wieviel wurde insgesamt für Werbezwecke ausgegeben?
3. In welches Medium wird prozentual am meisten investiert?
4. Welchen Anteil am Gesamtbeitrag hatten die Tageszeitungen?
5. Publikumszeitschriften und Tageszeitungen erreichen zusammen einen Anteil von mehr als 70% der gesamten Werbeaufwendungen. In welche andere Medien werden die restlichen 30% investiert?

7. Da-Compounds

da-compounds are employed to avoid a repetition of a prepositional phrase

in these compounds the pronoun-object is replaced by da (it), which is then prefixed to the preposition

if the preposition begins with a vowel, an r is added to connect the da

Die Wiedervereinigung Deutschlands ist ein wichtiges Thema. Ich denke oft daran.

in this sentence the da in daran is a substitute for "die Wiedervereinigung Deutschlands"

The reunification of Germany is an important topic. I often think about it.

in the event that the pronoun-object of the preposition is a living being, da-compounds are not employed

Helmut ist ein guter Freund. Ich denke oft an ihn.

in this sentence the preposition and its pronoun-object remain unchanged

Helmut is a good friend. I often think about him.

8.

rewrite the following sentences, replacing the prepositional phrase with a da-compound or a preposition plus its pronoun-object

1. Die Westeuropäer müssen sich auf einen Rückgang des Sozialprodukts einstellen.
2. Bei den Norwegern schlägt das Nordseeöl zu Buche.
3. Die staatliche Strukturpolitik bemüht sich hier um die Ansiedlung neuer Industriezweige.
4. An der Spitze der Ausfuhr Güter der Bundesrepublik stehen Maschinen aller Art.
5. Seit etwa 1960 wurde der Anstieg hauptsächlich durch die ausländische Arbeitnehmer bewirkt.

9. Wirtschaftsgeographie: Die elf Länder

Land: Hessen

Fläche in Tsdqkm: 21,11

Einwohner in Mio: 5,54

Hauptstadt: Wiesbaden

Großstädte: Frankfurt (6), Wiesbaden (21)

Ballungsgebiete: Frankfurt-Wiesbaden-Bad Homburg

Industrie und Handel

Messen

Viehzucht

Ackerbau

Obst- und Weinbau

Forstwirtschaft

Verkehrsknotenpunkt Frankfurt

10. Die Presse - I

Ob die Straßenverkaufsblätter neue Leserschichten für die Zeitung gewonnen haben, läßt sich nicht eindeutig nachweisen. Jedenfalls haben sie die Abonnementsblätter nicht verdrängt: Drei von vier verkauften Zeitungen werden noch immer im Abonnement bezogen. Die Straßenverkaufszeitung wird zum großen Teil als Zweitzeitung gekauft.

Die zwei wichtigsten überregionalen Abonnementszeitungen sind „Die Welt“ (konservativ) und die „Frankfurter Allgemeine Zeitung“ (konservativ-liberal). Überregionale publizistische Geltung haben auch die „Süddeutsche Zeitung“ (liberal) und die „Frankfurter Rundschau“ (linksliberal).

11. die Leserschicht - group of die Geltung - recognition
 readers
 eindeutig - clearly
 nachweisen - to prove
 jedenfalls - in any case
 das Abonnement - subscription
 verdrängen - to dislodge
 im Abonnement beziehen -
 to subscribe to

12. Die Presse - I

1. Auf welche Weise erreichen die meisten Zeitungen ihre Leser?
2. Was bedeutet das (1) für den Straßenverkauf?
3. Was sind die „wichtigsten“ überregionalen Zeitungen, die im Abonnement bezogen werden?
4. Welche anderen Tageszeitungen werden bundesweit gerne gelesen?
5. Welche Vorteile bieten überregionale Zeitungen gegenüber lokalen Blättern?

The initial graph and related items (1-3) introduce a major area of business: the "Zeitraffer" (4-6) and the final reading (10-12) reinforce this initial graph. The "Zeitraffer," which also comes from "Die Zeit," focuses on a momentary phase of business. The final reading, which is drawn from Tatsachen über Deutschland, considers the area of business under review from a more theoretical and more general vantage point. Viewed in this way, the students is presented with a short-, medium- and long-range introduction. The vocabulary lists which accompany these readings are based on Pfeffer's Basic (Spoken) German Dictionary for Everyday Usage (Grundstufe.) Since the graphs and "Zeitraffer" are replaced periodically, each vocabulary list is inclusive. This basic core of each lesson lends itself not only to the posing of questions and the recording of answers, both written and oral, but also to reading aloud, translating the text and drilling vocabulary in both directions.

In each lesson I focus on one specific grammatical point. German majors at Millersville have intensive grammar reviews in the third, fourth, fifth, and sixth semesters: they are well drilled. Business majors, however, need a clear and precise, no-frills treatment of grammar. If the individual teacher would employ one or two of these lessons within the framework of a reading course, or if that teacher would have no business students, then he could dispense with these grammatical introductions and employ a standard review grammar.

The sets of business statistics, drawn from all three of my sources, deal not only with statistics, but also with geography and other topics. This material updates and expands ~~the~~ topics treated in the readings or supplies information not introduced elsewhere: the eleven "Länder," their capitals, major cities and products, etc.; the nations of a particular continent, their languages, inhabitant names, etc.; the major agricultural products of the Federal Republic; the growing and declining areas of retail trade, and so on.

In order to ensure that students work on and are prepared for each individual lesson, I require them to focus on the three readings by giving them a true-and-false test each day, ^{consists of} ~~based on~~ three questions from the graph, one question from the "Zeitraffer" and one question from the

(COMPILED)

concluding reading. Since each lesson presents the student with totally new concepts, I ask him at this point to have only a passive knowledge of the basic facts. In the four major tests in each semester, however, I do demand that a student possess an active knowledge of the graphs with which we have dealt: these graphs, after all, are the centerpiece of our study. Since the "Zeitraffer" deal with relatively brief trends, they are not dealt with in the major tests. The concluding readings, being more theoretical in nature, continue to be passively judged. The grammar is considered in a traditional manner. For the sets of statistics and related material, I require a knowledge of the most striking details noted in our everyday classroom treatment.

This relatively new discipline presents our students with difficult material. During my brief investigation in this field I have concluded, however, that students will work diligently to meet clearly-defined, short-range goals, no matter how difficult the assignments might seem at first. If the student is supplied with basic vocabulary lists for business terms with which he otherwise would not be acquainted, he will be willing to tackle the new world of business in German and he will be able to master this new world as well.

TEACHING BUSINESS GERMAN WITH A NEW TEXTBOOK ON THE
MARKET

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TEACHING WITH A NEW TEXTBOOK ON THE MARKET:

DEUTSCHE WIRTSCHAFTSSPRACHE FÜR AMERIKANER

by Doris Fulda Merrifield

published by John Wiley & Sons, Inc.

Dear Colleagues and Friends,

I have been invited to introduce to you a new textbook on the market of which I am the author. Its title is "Deutsche Wirtschaftssprache für Amerikaner", and it was published by John Wiley & Sons in February of 1985, too late for the Spring term, but for the Fall and/or Winter term 38 universities, colleges and business schools, including the well-known Thunderbird Graduate Business School ordered the book. The figures for Spring '86 were not available yet.

This book grew out of several year's experience of teaching business German, and out of the frustration of not having available a workable textbook with German/English and English/German glossaries. Textbooks for correspondence classes were available, and others to develop oral and written skills in business matters too, but none that gave an overall introduction into the various sectors of German business and economics while building systematically a basic business world vocabulary.

Before I was finished writing this text, I had the privilege

and great luck to see a model of the exam for the "Diplom Wirtschaftsdeutsch für die U.S.A." which was to be offered for the first time in the spring of 1985. It is a cooperative project by the American Association of Teachers of German, the German American Chamber of Commerce New York, the Goethe Institute, the Carl Duisberg Centren and the Carl Duisberg Society. Possessing this diploma is hoped to be as meaningful as the one conferred by the French Chamber of Commerce. Along with 26 other instructors of German business I had been invited by the Goethe Institute to learn about methods for preparing the students to pass the new diploma. This text reflects some of those methods and can take students a considerable length on their way to the goal. It emphasizes the first prerequisite to success in passing the exam: the mastery of business terminology. It also sharpens the skills of speaking and reading comprehension and makes a contribution toward better writing.

Here is the table of contents <transparency 1>. The text has 5 units with a total of 15 sections, each of which can be covered, on the average, in one week with three contact hours. That makes it possible to get through the book in one semester, which I do, and I brought copies of a semester syllabus for those of you who are interested. I found that it varies from class to class whether it is easy to cover everything in the book within one semester, or whether I have to drop a few newspaper articles to get to the last chapter. The prerequisite for this text should

be two years of college German or equivalent preparation, which on our campus amounts to twenty semester units of lower division German. I think it would be even preferable to use the book as a two semester text with appropriate supplemental material for which I give detailed suggestions in the preface to the instructor. Since the advent of the word processor and form letter, one does not need to spend a whole semester on German/English correspondence any more, but can instead integrate some letter reading and writing activity in appropriate chapters.

And now about the method of the book:

Each section starts with a text on the subject matter and introduces vocabulary commonly used in that area. Infrequently used terms are translated in the margin<tr 2; p.50>. Notice that the paragraphs are numbered. It makes reference to the individual paragraphs easy, but more importantly, it makes it easy to locate the vocabulary listed under "Wortschatz", because it is listed by numbered sections too which coincide with the numbers of the paragraphs <tr 3; p. 54>. Words commonly used in the business world are printed in boldface in the vocabulary lists. The lists contain many words that the students may have learned already at the intermediate level. I have listed them because students come with differing backgrounds. Each instructor will be the best judge of how many and which words to expect students to commit to memory for active use. The exercises, all designed to build vocabulary, provide general guidelines.

Exercise No. 1 <tr4; p. 57> meant to be done after an initial study of the words, rephrases part of the text in easy sentence structures, asking students to fill in key words. It is a vocabulary exercise that simultaneously offers a good preparation for reading the text. If you look at the first two sentences! In the text the student will find them in a somewhat more complicated form. He or she reads there: "Das Handelssystem der BRD wird als "soziale Marktwirtschaft" bezeichnet: "Marktwirtschaft" im Gegensatz zur "Planwirtschaft", wie sie in

den Handelsstaaten des Ostens praktiziert wird. Dort bestimmen die von der Regierung beauftragten Behörden, was produziert und an wen es verteilt wird und zu welchen Preisen. Bei der Marktwirtschaft wird die Produktion, solange genügend Rohstoffe vorhanden sind, allein von der Nachfrage des Verbrauchers geregelt."

Exercise No. 2 ,tr 5; p. 57> is a study of cognates that appear in the text and have not been presented before. Students are asked to become aware of the small deviations from the English counterpart and to notice the gender. Brief oral sentences with these cognates reinforce their proper form. It is an exercise I usually let them do in groups of 2-4 students.

Exercise No.3 „<same transparency> is often an additional vocabulary-building exercise: matching synonyms or antonyms, looking for words of the same family, or recognizing an unrelated word in a group of related ones. This particular one happens to work with synonyms and word families, e.g. Import as a synonym of Einfuhr. Related words are here: importieren, Importeur, Importware, einführen.-- <tr 6, p. 107>: Here is a sample exercise of antonyms.

Usually, a device to test comprehension of the text follows: Charts or tables with blanks to be filled in <tr 7; p. 124> and/or definitions requested in English <same tr>. Often students are asked to find, preferably in discussion with a

partner, a heading for each paragraph ,as in this chapter <tr 5; p. 57>, or, as in 5C, to assign given headings to the appropriate paragraphs <tr 8; p. 108>. This exercise forces them to clearly understand the subject matter, while doing a lot of talking in the target language. The instructor can listen in and help out groups when they get stuck.

Many sections have an exercise focusing on a major grammatical aspect of the language, using again the special vocabulary of the unit. There are no grammar explanations, however. Students are expected to review those aspects in the texts they used to learn German grammar <same tr>, e.g. this exercise C.7. which requires the review of prepositions and their cases.

Most chapters have questions on the text, too <tr 9; p.93>. They are meant less for demonstrating comprehension than for using a correct term with correct grammar. They were placed here, rather than directly following the text, because the preceding exercises facilitate answering the questions correctly.

Patterned translation and/or translation sentences follow <same tr>. By now, students should be familiar enough with the basic vocabulary to use it actively. See how exercises reinforce the same vocabulary, e.g. B.6.1. with B.7.1. or B.6.3. with B.7.3. or B.6.11. with B.7.9. And here <tr 10; p.31> is an example of patterned translation exercises <go quickly over some of them>.

For partial or full comprehension of authentic texts, I have included newspaper articles and excerpts from the Deutschland-Nachrichten in most sections. Words that are likely to be unfamiliar are glossed in the margin. Depending on the difficulty of the text, students are asked to show their comprehension by deciding whether certain statements were made in the text or not <tr 11; p. 49>, by answering direct questions, or by making oral or written comments in German, or summaries in English <tr 12; p. 77>.

Sections usually end with skits between two or more people, or with other oral presentations. Since the preparations are time consuming, and since it is likely to be boring to listen to several similar dialogues, I suggest letting students take turns in that assignment <tr 13, p. 79> A.9. and A.10..

Not all exercises conform to a fixed sequence. Often students are requested to comment spontaneously on charts and graphs <tr 14; p.119>. <Instructors could also ask for comments on the pictures in the text> <tr 15; p. 126>. Authentic interviews have been included in 5A, 5C, and 5D. I interviewed the Personnel director and head of the marketing department of the company in Hamburg where our best students do their 6 months internship.

In the classroom, in my view, only German should be spoken. All the text material is in German. I have given the instructions for exercises in English, for two reasons: 1> to avoid having to

give students help in comprehending instructions, and <2> not to give away in the instructions vocabulary that is essential in the exercise.

Home assignments will mainly consist of word study. Vocabulary quizzes should be given frequently, if not every class meeting, to reinforce the need to master the terminology. Other assignments suggested are the grammar review, translation sentences, the answers to the questions in writing and requested summaries in German and English. Everything else lends itself to class or small-group activities. Time permitting, up-to-date articles and statistics could be brought in, inviting comments on the change of conditions since the time the book was written. The idea is to make the students use the many new words over and over again, until they come easy, and to keep the class lively and interesting at the same time.

I have copies of last semester's syllabus for you to take along, if you care to. And here is, for your perusal, a folder with unedited and unselected student evaluations which are mandatory on our campus, administered by someone other than the instructor who gets to see the written comments only in typed form and after he/she has turned in the grades. Most students included commentaries on the book. I also put in this folder all of the textbook evaluations sent to the publisher by instructors of various universities.

Thank you for listening!

These will be shown
by transparencies on an overhead
projector

DEUTSCHE WIRTSCHAFTSSPRACHE FÜR AMERIKANER

Doris Fulda Merrifield

California State University, Fullerton

John Wiley & Sons

New York

Chichester

Brisbane

Toronto

Singapore

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A.12. Together with a classmate write out a skit and act it out later. One of you is a sales representative of a wholesale company, the other one a retailer. Choose your line of merchandise. Sales representative: talk about new offers, good payment conditions etc.; retailer: talk about your customers' needs and perhaps lack of storage space and other reasons that make you hesitate to buy large orders.

B. INNENHANDEL UND AUSSENHANDEL

- 1 Das Handelssystem der BRD wird als „soziale Marktwirtschaft“ bezeichnet: „Marktwirtschaft“ im Gegensatz zur „Planwirtschaft“, wie sie in den Staatshandelsländern des Ostens praktiziert wird. Dort bestimmen die von der Regierung beauftragten Behörden, was produziert und an wen es verteilt wird und zu welchen Preisen. Bei der Marktwirtschaft wird die Produktion, solange genügend Rohstoffe vorhanden sind, allein von der Nachfrage des Verbrauchers geregelt. Je mehr der Konsument kauft, desto mehr wird auf den Markt gebracht. Und so regeln sich auch die Preise. Bei Hochkonjunktur steigen die Preise, bei Marktflaute fallen sie gewöhnlich.
state trading
nations
- 2 In der Marktwirtschaft gilt freier Wettbewerb. Wer die preisgünstigsten Angebote macht, hat die besten Absatzchancen. Die Regierung wacht darüber, daß der freie Wettbewerb erhalten bleibt. Deshalb sind Kartelle nur im Ausnahmefall erlaubt, nämlich dann, wenn sie die Konkurrenz auf dem Markt nicht ausschalten. Auch sorgt die Regierung für Aufklärung der Käufer. Überall gibt es Verbraucherzentralen, die Auskunft über Qualitätsvergleiche und Preise und gute Einkaufstips geben. Eine von der Regierung unabhängige „Stiftung Warentest“ überprüft die Qualität der Konsumgüter und veröffentlicht die Ergebnisse in der Zeitschrift „Test“, die dem amerikanischen „Consumers Report“ vergleichbar ist. Die Bundesregierung schreitet auch ein, wenn die Umwelt von Marktinteressen bedroht wird.
foundation
- 3 „Soziale“ Marktwirtschaft heißt das System, weil die vorübergehend oder dauerhaft Leistungsschwachen, wie Arbeitslose, Kranke, Kinder oder Alte einen umfangreichen Schutz genießen, der ihnen das zum Leben Notwendige garantiert.
- 4 Nach den U.S.A. nimmt die BRD den zweiten Platz im Welthandel ein. Die drei großen Grundsätze ihrer Außenwirtschaftspolitik lauten: 1. Internationale Arbeitsteilung statt Autarkie. 2. Weltweiter Wettbewerb statt Handelsbarrieren. 3. Interessenausgleich statt ökonomischer Konfrontation. Nach dem Prinzip der Marktwirtschaft strebt sie möglichst unbeschränkten Welthandel an. Als Mitglied der EG (= Europäische Gemeinschaft) oder EWG (= Europäische Wirtschaftsgemeinschaft) kann die BRD aber nicht alle liberalen Ideen durchsetzen, denn die zehn Mitgliedstaaten betreiben gemeinsame Außenpolitik.
balancing of
interests
- 5 Die EG ist eine Handelsmacht ersten Ranges. Sie bestreitet über ein Drittel des gesamten Weltexports. Zwischen den Mitgliedstaaten gibt es keine Zollschränken

Das

meh
(EW
Länd
Fede
Gern
aller
triell
an E
en, T
Proz
der E
Entw
einfü
für si

6 Die g
auch
Liefer
mehr
burg,
Großb

7 Der H
muten
Erdöl,
Aufbau

mern in der BRD, die DIHT (Deutscher Industrie- und Handelstag), Adenauer Allee 148, D-5300 Bonn. Er kann sich zunächst auch an eine „German Chamber of Commerce“ in seinem eigenen Land wenden. Dort erhält er das Buch *The Federal Republic of Germany as a Business Partner*, das von der Bundesstelle für Außenhandelsinformation (BfAI) in Köln herausgegeben wird. Darin findet er alle notwendige Information und eine lange Liste von wichtigen Adressen.

German
Conference of
Industry and
Trade

WORTSCHATZ

- | | |
|-----------------------|----------------------------------|
| 1 der Handel | trade |
| bestimmen | to determine |
| beauftragen | to put in charge |
| die Behörde, -n | public authority, agency |
| verteilen | to distribute |
| vorhanden | present, available |
| die Nachfrage | demand |
| regeln | to regulate |
|
 | |
| 2 der Wettbewerb, -e | competition |
| die Chance, -n | chance, opportunity |
| das Kartell, -e | cartel, trust |
| preisgünstig | cheap, budget-priced |
| wachen über | to watch over |
| der Ausnahmefall, -e | exceptional case |
| sorgen für | to provide, care for |
| die Regierung | government |
| die Aufklärung | enlightenment; explanation |
| die Auskunft, -e | information |
| die Qualität | quality |
| der Tip, -s | hint, suggestion |
| veröffentlichen | to publish |
| das Ergebnis, -se | result |
| die Zeitschrift, -en | periodical |
| überprüfen | to review, inspect |
| einschreiten, i, i | to intervene |
| bedrohen | to threaten |
|
 | |
| 3 vorübergehend | temporari(ly) |
| umfangreich | extensive |
| das Maß, -e | measure, measurement; moderation |
| garantieren | to guarantee |
|
 | |
| 4 einnehmen (i), a, o | to hold; take in |
| der Grundsatz, -e | principle |

- | | |
|--|---|
| <p>9 Devisen, pl.
verdienen
der Posten, -
beachtlich
der Aktivsaldo
ausgleichen
die Überweisung
der Gastarbeiter, -
decken
der Beitrag, -e</p> | <p>foreign currency;
to earn
item
considerable
active (= credit) balance
to balance
transfer, remittance
guest worker, foreign worker
to cover
dues; contribution</p> |
| <p>10 die Investition, -en
investieren
die Zufuhr, -en
sichern
der Vorteil, -e
ausnutzen</p> | <p>investment
to invest
supply, delivery
to insure, assure
advantage
to make use of; exploit</p> |
| <p>11 sich wenden an
die Handelskammer, -n</p> | <p>to turn to
Chamber of Commerce</p> |

EXERCISES

B.1. Fill in the blanks.

1. Bei der Planwirtschaft bestimmt die Regierung, was _____ und an wen es _____ wird. (produced; distributed)
2. Bei der Marktwirtschaft wird der Markt von der _____ des Verbrauchers geregelt. (demand)
3. In der Marktwirtschaft ist der freie _____ wichtig. (competition)
4. Wer die preisgünstigsten _____ macht, setzt die meisten Waren ab. (offers)
5. Kartelle dürfen die _____ auf dem Markt nicht ausschalten. (competition)
6. Die Verbraucherzentralen geben _____ über Qualitätsvergleiche und Preise. (information)
7. Die Zeitschrift „Test“ _____ die Ergebnisse. (publishes)
8. Arbeitslose, Kranke, Kinder und Alte genießen einen umfangreichen _____. (protection)
9. Die BRD _____ den zweiten Platz im Welthandel _____. (holds)
10. Die zehn Mitgliedstaaten der EG betreiben gemeinsame _____. (foreign policies)

11. Zwischen den EG-Ländern gibt es keine _____ mehr. (customs barriers)
12. Länder müssen mit Ausfuhrartikeln die zur Einfuhr nötigen _____ verdienen. (foreign currency)
13. Der Handel mit den _____ ist für die BRD sehr wichtig. (developing countries)
14. Alle Länder möchten im Export einen _____ haben. (credit balance)
15. Die BRD muß jedes Jahr ein beachtliches Defizit für die _____ der Gastarbeiter ausgleichen. (pay)

B.2. More cognates: Make a brief sentence with each one.

praktizieren ökonomisch das Prinzip die Chance das Kartell
die Qualität die Autarkie die Barriere der Rang die Bilanz
das Defizit der Apparat die Organisation die Investition
die Zentrale

B.3. For each word find one of similar meaning on this list. As a second exercise, think of words of the same family, e.g. "beträchtlich", "betrachten", "die Betrachtung"

der Import die Beihilfe die Einfuhr die Ausfuhr der Zuschuß
erreichen das Ergebnis der Aktivalsaldo kontrollieren die
Barriere die EG das Resultat erzielen die
Konkurrenz stimmen der Exportüberschuß überprüfen
erheblich der Export die Zollschranke der Tip
der Wettbewerb die EWG richtig sein beträchtlich
der Ratschlag

B.4. In discussion with a partner, find a heading for each paragraph of the text.

B.5. Interpret Schaubild 1. Begin perhaps like this: "Frankreich ist der beste Kunde der BRD." Create at least five sentences.

B.6. Interpret Schaubild 2, considering the revised data of 1983. Say at least five sentences, beginning perhaps like this: "Die BRD verdient besonders viele Devisen mit der Ausfuhr von Autos."

B.7. Germans apparently love to travel in foreign countries. Look at Schaubild 3. Where in Europe do they like to go most? What do you think might be the reason? Where have you met many Germans?

B.8. Answer the following questions:

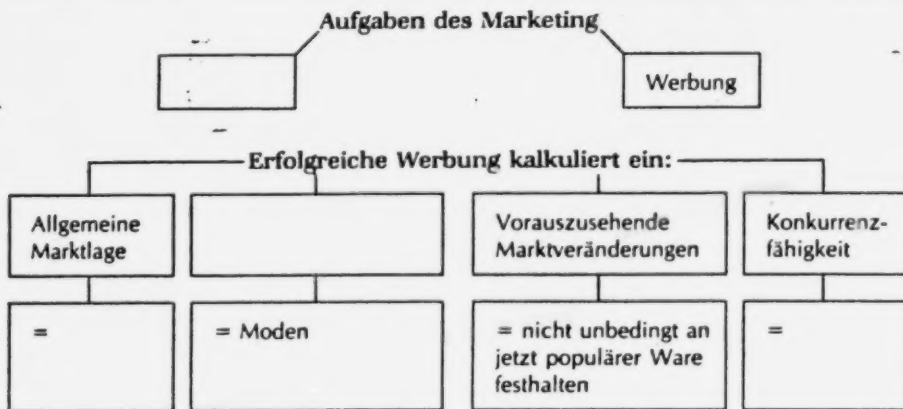
1. Wie nennt man das Handelssystem in der BRD?
2. Was bestimmt die Regierung in einer Planwirtschaft?

ein Darlehen (= einen Kredit)	to take out a loan
aufnehmen	
in Zahlung geben	to trade in
einen Scheck einlösen (= kassieren)	to cash a check

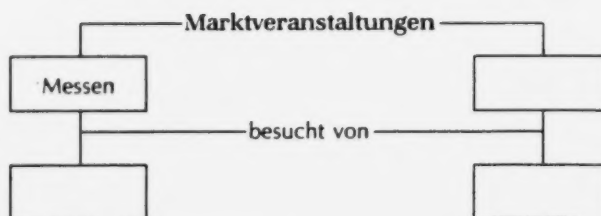
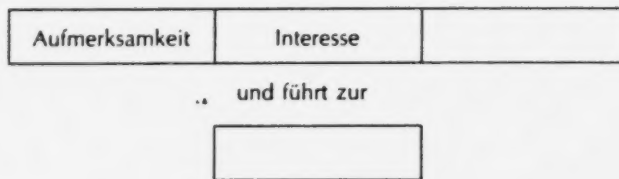
1. He wanted to open up a new account.
2. She wants to apply for a loan and must fill out a form.
3. I want to pick up the daily (= Tages-) bank statements.
4. They have a high mortgage on their house.
5. The merchant had to transfer a high sum from his account to his supplier's.
6. The Federal Bank watches over the stability of the DM.
7. If the bank does not lower the interest rate, we cannot buy a house.
8. Germans like to keep their money in a savings bank.
9. She wants to cash a check and make a deposit.
10. When you buy the new car, will you trade in the old one?
11. He did not want to be his debtor any more and came to settle his bill.
12. The draft was not honored, and I must debit your account with the amount.

C.4. Write opposites in the blank boxes.

Habenzinsen	
Gläubiger	
dem Konto gutschreiben	das Konto belasten
gültig sein	
einen Betrag einzahlen	
	ein Konto schließen
den Diskontsatz erhöhen	
	kurzfristig
öffentlich-rechtlich	privat
Guthaben	
Barscheck	
	leihen
Höchstpreis	
	abbuchen



**Eine wirkungsvolle Reklame
erweckt**



b) writing, in English, a paragraph on obvious differences between marketing in the U.S. and in the BRD.

D.4. Read the text under Schaubild 1 and make a brief comment. You could start with "Es wundert mich, daß ..." or "Bei uns in den USA ist es anders ..." Your instructor may interrupt you with related questions and make a guided conversation out of this exercise. You may need to consult the word list below to fully understand the text.

C.5. Mark out the unrelated word in each set of four.

fällig verfallen werktags Fälligkeitstermin
 Inhaber Teilhaber Partner Prämie
 Effekten Aktie Konto Pfandbrief
 Makler Wechsel Akzept Indossament
 Vorauskasse leisten bar bezahlen Abzahlungen machen leihen

C.6. In cooperation with a partner, assign the following headings to the appropriate paragraphs in the text.

Womit die Banken Gewinn erzielen
 Dienstleistungen für Geschäftsleute und Privatpersonen
 Funktion der Bundesbank
 Das Gesetz, unter dem alle Banken stehen
 Das Kreditsystem im Geschäftsleben
 Das große Geschäft der Banken an den Effektenbörsen
 Andere Banken
 Zweigstellen amerikanischer Banken in der BRD
 Die Börse als zentrale Informationsstelle für den Stand des Marktes
 Waren- und Produktenbörsen
 Anweisungen der Kunden, wie die Banken an den Börsen für sie kaufen und verkaufen sollen

C.7. Review all prepositions and their cases. Then fill in the blanks.

1. Die Bundesbank unterstützt die Regierung mit _____ (her) Wirtschaftspolitik.
2. Er hat die Wertpapiere an _____ (the) Börse gekauft.
3. Die Bundesbank reguliert die umlaufende Geldmenge durch _____ (the) Diskontsatz.
4. Er erledigt seine Verbindlichkeiten mit _____ (a) Wechsel.
5. Mein Geld liegt auf _____ (the) Sparkasse. Hast du dein Konto bei _____ (the) Post?
6. Kommen Sie mit zu _____ (the) Bank? Ich will Geld auf _____ (my) Sparkonto einzahlen.
7. Sie können die Rechnung mit _____ (a) Verrechnungsscheck begleichen.
8. Nein, ich überweise den Betrag lieber direkt auf _____ (your) Konto.
9. Nach _____ (every) Geschäftsvorfall wird ein Konto neu saldiert.
10. Wegen _____ (the) überzogenen Konto _____ will sie jetzt sparsamer werden.
11. Trotz _____ (the) billigen Miete kommt er mit seinem Geld nicht aus.

EXERCISES

B.5. Write a brief synopsis (approx. 1 page) of the text in English.

B.6. Answer the questions.

1. Welche verschiedenen Dienste leistet die Post?
2. Was ist teurer, Telefon- oder Telexdienst?
3. Wo kann man seine Auslandsgespräche machen, wenn man kein Telefon hat?
4. Woher kommt es, daß die Bundespost keine Verlustgeschäfte mehr macht?
5. Wieso ist die Bundespost auch an Massenmedien beteiligt?
6. Was war das Urteil des Bundesverfassungsgerichts von 1961 über Rundfunkprogramme?
7. Wieviele Fernsehprogramme gibt es ohne Kabel?
8. Was sendet das Dritte Programm hauptsächlich?
9. Wie kann man im Ausland deutsche Nachrichten hören?
10. Lesen die Leute heutzutage wegen des Fernsehens weniger Zeitungen und Zeitschriften?
11. Wo kann man Artikel über Wirtschaft lesen?
12. Warum wird die Bundespost vom Wirtschaftsminister kritisiert?

B.7. Translation sentences.

1. The German Federal Post performs dependable services.
2. If you want to send a telegram, go to the post office!
3. You can also make a long distance call at the post office.
4. Go into booth No. 2, wait for the dial tone, pick up the receiver and talk. When you are done, come back to this counter and pay for the call!
5. Participants in radio and TV have to pay monthly fees to the post office.
6. Advertisements are not permitted to interrupt the programs.
7. Germans like to read newspapers and magazines.
8. On an average, every household reads 260 magazine copies a year.
9. Most newspapers have a business section.
10. "Die Wirtschaftswoche" is an important source (= die Quelle) of information for business people.

B.8. Study the pages reprinted from the "Postgebührenbuch" and comment. What surprises you? What is different from what you are used to? Also compare the cost of Telex service with that of telephone service.

B.9. The illustrated magazine "HÖR ZU" prints the weekly television program. Study what was offered on Monday, Oct. 24, 1983 and make as many comments as you can think of. Compare the choices with the American program offerings.

4. Wie verbessern viele Landleute ihr Einkommen?
5. Wer ist heute für die Agrarpreispolitik zuständig?
6. Wie hilft die Bundesregierung den Landleuten?
7. Wieviel Wald gibt es in der BRD?
8. Wozu dienen die Wälder den Deutschen hauptsächlich?
9. Warum müssen Wälder geschont und gepflegt werden?

B.6. Patterned translation exercises.

Die Preise sind nicht entsprechend gestiegen.

1. Their income did not improve accordingly.
2. He was not paid appropriately.
3. The merchandise was appropriately less expensive.

Die Bundesregierung war für die Agrarpreispolitik nicht mehr zuständig.

4. We are not in charge for the customer service any more.
5. This office is not in charge any more.
6. They are not in charge any more for the transportation of the goods.

Die Wälder dienen den Deutschen hauptsächlich zur Erholung.

7. The fertilizer serves the farmers toward increasing their crops. (=Ernte)
8. The health insurance serves us toward payment of the hospital bills.
9. The new law serves the people toward the preservation of the woods.

B.7. Translation exercises.

1. The fuel for the machines has become more expensive, and the profit is smaller now.
2. Because of the mechanization of (the) agriculture, the farmers have greater proceeds.
3. Many farmers have an additional occupation and a side income.
4. The government helps with the payment of the health insurance.
5. Forestry has a relatively small share in the German economy.
6. The woods are important for the soil and the climate.

B.8. Read "Kosten für die Milchflut in der EG steigen weiter an" for the following requested information.

1. Was ist das Problem mit Milch, Butter und Magermilchpulver auf dem EG Markt?
2. Wie wird ein Teil der Butter abgesetzt?
3. Warum hat die EG sich in letzter Zeit mit subventionierten Exporten von Getreide zurückgehalten?

2. Wovon wird ein besonders starker Impuls erwartet und warum?
3. Warum glaubt man, daß die gesunkenen Energiekosten sich auf den Einzelhandel positiv auswirken werden?
4. Warum ist man weiter dagegen, daß die Geschäfte abends geöffnet sind?

A.10. In discussion with a partner, decide whether the following information is contained in the excerpt from the "DEUTSCHLAND-NACHRICHTEN," Nr.26, den 6. 7.1983.

SINKENDE PREISE UND STEIGENDE UMSÄTZE IM TEXTILHANDEL

Die Nachfrage im Textileinzelhandel hat sich im Juni wegen des sommerlichen Wetters belebt. Zugleich bedeutet der Beginn der Ferienzeit das Startsignal für verstärkte Preisaktivitäten. Nach einer *Umfrage* der Zeitschrift „Textil-Wirtschaft“ wollen 25 Prozent der befragten Einzelhandelsunternehmen früher als im Vorjahr mit Preisaktionen beginnen, 65 Prozent zur gleichen Zeit wie im Vorjahr und nur 10 Prozent später. Bei diesen Sonderangeboten handelt es sich nur zum Teil um reguläre Ware, die reduziert ist. Ein großer Teil dieser Preisaktionen wird auch mit gezielt eingekaufter Ware, *vornehmlich* Importen, bestritten. Wie die „Textil-Wirtschaft“ schreibt, werden solche Aktionen sogar unter *Ertragsgesichtspunkten* günstig beurteilt, da die Artikel schnell verkauft werden. Im Durchschnitt liegt der *Aufschlag* sogar über der normalen Kalkulation, besonders dann, wenn es sich bei Nachkäufen um aktuelle, gute Waren handelt.

Auch die Reduzierung aktueller Ware setzt in diesem Jahr früh ein. Nach der Umfrage wollen 35 Prozent früher als im Vorjahr die Preise herabsetzen, 58 Prozent zur gleichen Zeit und 7 Prozent später. Die dabei erfolgenden *Abschläge* werden von 34 Prozent der Unternehmer als höher bezeichnet als im Vorjahr.

- | | | |
|---|----|------|
| 1. Wegen des warmen Wetters wird diesen Juni weniger Kleidung gekauft. | JA | NEIN |
| 2. Manche Einzelhandelsunternehmen wollen schon früher als im Vorjahr Preise reduzieren. | JA | NEIN |
| 3. Bei den Sonderangeboten handelt es sich nur um reguläre Ware. | JA | NEIN |
| 4. Manche zum Sonderpreis angebotene Ware wird extra dafür eingekauft. Oft ist es importierte Ware. | JA | NEIN |
| 5. Die Einzelhändler verdienen wenig mit Sonderangeboten. | JA | NEIN |

A.11. If you have a businessman or woman among your relatives or friends, describe his or her operation. (If not, take any store you know.) Is the business retail or wholesale? How many employees are there? How big an office and warehouse? Go into as much detail as possible.

poll

especially

aspects of gains /
judged
on the average /
markup

discounts

3. Wieviele Dienstkräfte sind bei der DB beschäftigt?
4. Ist die DB ein wirtschaftlich erfolgreiches Unternehmen?
5. Was ist der stärkste Konkurrent der DB?
6. Was für Umweltschäden verursacht ein starker Autoverkehr?
7. Wofür eignet sich die Binnenschifffahrt besonders gut und warum?
8. Spielt die Seeschifffahrt eine wichtige Rolle?

A.7. Read "Armselige Politik" and write or tell in a few sentences the main criticism by Dieter Piel of the way the Traffic Department has been dealing with the financial problems of the Deutsche Bundesbahn. What are the problems? What is being done about it? What projects are counterproductive? Does he believe the DB needs to be salvaged? If so, why?

ARMSELIGE POLITIK*

Die Bundesbahn muß Personal und Leistungen dramatisch kürzen. Das allein aber ist kein Verkehrskonzept.

Dieter Piel

Alle Jahre wieder: Die wirtschaftliche Misere der Bundesbahn drückt auf die Bonner Haushaltsplanungen, läßt Rufe nach *Sanierungsvorschlägen* laut werden, führt dann oft auch tatsächlich zur Produktion *umfänglicher* Einsparungs- und Sanierungspapiere - und steht dann, *unverrichteter Dinge* übers Jahr erneut zur Lösung an. Unterdessen wechseln die Verkehrsminister, lösen sich die *Vorstandsmitglieder* der Bahn ab, protestiert eine neue Generation von Eisenbahn-Gewerkschaftern gegen Personalkürzungen und berichtet über alles dies eine neue Garde von Journalisten. Defizite und *Schulden* aber bleiben und wachsen - das letzte Jahres-Minus liegt bei 4,4, der gesamte Schuldenstand bei 35 Milliarden Mark.

So wurde und wird ein monströses innenpolitisches Problem, welches den Bund allein in diesem Jahr 13,5 Milliarden Mark kostet, zum *Langweiler*, die *fortwährende* Nicht-Lösung zum Thema resignativen *Spotts*. Auch jetzt wieder: Dem Bundesverkehrsminister - Werner Dollinger heißt er nun - liegt wieder einmal ein „Papier“ vor, gefertigt vom neuen Bahn-Vorstand, in dem wahre Horrorszahlen prognostiziert werden. Ohne rigorose Rationalisierungen werde, so heißt es darin, der Jahresverlust der Bahn bis 1990 auf zehn und ihr gesamter Schuldenstand auf neunzig Milliarden Mark ansteigen. Da *sehnt* man sich fast schon nach jener inzwischen offenbar überholten, aber noch vor kurzem mit äußerster Dramatik *vorgetragenen* Rechnung zurück, wonach der *Schuldenpegel* 1985 bei 56 Milliarden stehen könnte.

Was wird passieren? Die Antwort liegt nahe: nichts Rechtes. Gewiß, man wird

proposals for
austerity plans
extensive
unsuccessfully
members of the
board
union members
debts

a bore
lasting / ridicule

longs

presented / debt
indicator

*DIE ZEIT, Nr.17 - 22. April 1983

nehmen mußte und 30 Millionen Mark *Schulden* hat, soll bei *Sanierungsmaßnahmen* zur Bekämpfung der anhaltenden Schiffbaukrise in den norddeutschen Küstenstädten geschlossen werden. Erst vor einer Woche hatten mehrere tausend Schiffbauer in Hamburg die Hovaldtswerke Deutsche Werft (HDW) besetzt, wo ebenfalls Massenentlassungen geplant sind. In Hamburg arbeitet bisher jeder zwölfte Arbeitnehmer in einer Werft, ... Bremen jeder sechste. Bremen kann seine Werftindustrie selbst mit Staatsgeldern nicht länger über Wasser halten. Die Bundesregierung in Bonn genehmigte 80 Millionen Mark, macht die Auszahlung jedoch davon abhängig, daß ein „tragfähiges Werftenkonzept“ entwickelt wird. *Fachleute* und Politiker sind sich einig, daß die westdeutsche Schiffbaukrise nur durch *einschneidende* Veränderungen in der Produktionsstruktur behoben werden kann. Nach ihrer Ansicht hätten sich die Werften auf den Bau von Schiffen mit hoher Technologie beschränken sollen, anstatt sich von ihrer *Spitzenstellung* in den 60er Jahren in Wettbewerb mit den expandierenden südostasiatischen Niedriglohnländern zu begeben und auf gewaltigen Anlagen technisch anspruchslose Großtanker und Container-Schiffe zu bauen.

debts / austerity
measures

sound (lit: able to
bear the load)
experts
decisive

top position

1. Warum besetzten die Schiffbauer die Großwerft „AG Weser“?
2. Wie steht es um die Finanzen der Werft?
3. Was war kurz vorher in Hamburg passiert?
4. Warum wäre es für Bremen und Hamburg schlimm, wenn sie ihre Werften schließen müßten?
5. Wie können die Werften vielleicht noch gerettet werden?
6. Was haben die Werften nach Ansicht von Fachleuten und Politikern falsch gemacht?

A.9. *Have you ever traveled in a German train? Perhaps by Eurail Pass? Tell about your trip and your impressions of the Bundesbahn as a means of transportation. Also talk about other public transportation you have used in Germany. Compare it with public transportation in the USA and other countries in which you have traveled.*

A.10. *Prepare a skit with another person. One of you is in favor of traveling by car, the other one prefers the train. Talk about the advantages and disadvantages of both train and car.*

B. INDIVIDUELLE KOMMUNIKATION UND MASSENMEDIENTEN

- 1 Für den Geschäftsmann unseres Jahrhunderts gibt es verschiedene Möglichkeiten der Kommunikation, wobei die älteste Form, das persönliche Gespräch zwischen Verkäufer und Käufer nur mehr relativ wenig benutzt wird. Die Post leistet schnelle und

tr 14

DIE ZEIT/GLOBUS



SCHAUBILD 1

Verkehrsleistung 1984 in der Bundesrepublik Deutschland

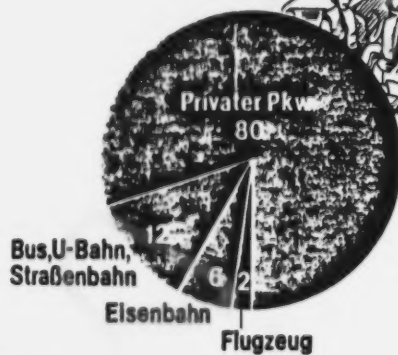
(Schätzung)

p. 72

Personenverkehr

insgesamt 605 Mrd Personenkilometer

davon in %



Quelle: ifo

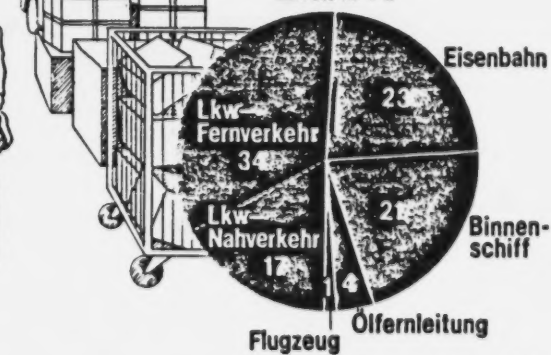
SCHAUBILD 3

Güterverkehr

(ohne Seeschiffe)

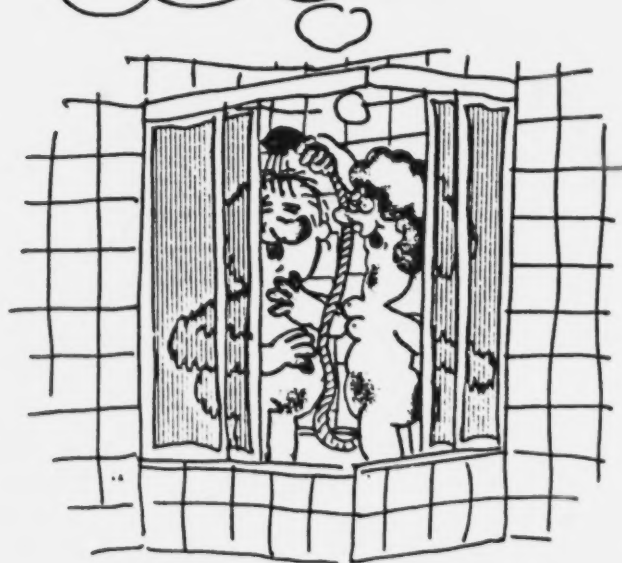
insgesamt 249 Mrd Tonnenkilometer

davon in %



DIE ZEIT/GLOBUS

Unter der Brause
sind wir zu Hause.

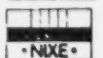
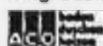


Was macht uns morgens munter und erfüllt uns abends mit neuer Tatkraft? Die Dusche ist's. Da kommt man auf neue Ideen. Spritzig und witzig.

Und vorbei sind die Zeiten, da man bei solch munterem Treiben das Badezimmer überschwemmen mußte. Vorbei sind also auch die Zeiten des alten Duschvorhangs, denn für jede Dusche gibt es jetzt die richtige Duschabtrennung. Da flattert und klebt nichts. Da ist alles dicht und fest. Und die Auswahl ist so groß wie die Duschen und Badezimmer verschieden sind.

Gehen Sie jetzt in eine der großen Ausstellungen des Sanitär-Fachhandels. Betrachten Sie alles in Ruhe. Lassen Sie sich fachkundig beraten. Und wenn dann alles fachgerecht installiert ist, können Sie sicher sein, daß alles funktioniert. Damit Sie jahrelang zufrieden sind mit

den Qualitäts-Duschabtrennungen der ADA-Mitgliedsfirmen:



Auch mich langweilt mein Badezimmer. Senden Sie mir bitte Ihren Prospekt für ein schöneres Bad: „Unter der Brause sind wir zu Hause“.

Name _____

Straße _____

Plz/Ort _____

Bundesverband des Sanitär-Fachhandels e.V. - VSI -
Viktoriastraße 27, 5300 Bonn 2 (-Bad Godesberg)

ST

Aktion gegen langweilige Badezimmer.

SCHAUBILD 2

PROVIDING STUDENTS WITH MORE THAN JUST ANOTHER CLASS
PROJECT: A JOURNALISM WRITING COURSE AT A GERMAN
SUMMER SCHOOL

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PROVIDING STUDENTS WITH MORE THAN JUST ANOTHER CLASS PROJECTA Journalism Writing Course at a German Summer School

Stephen Krashen, linguist and published author of articles on second language acquisition at the University of Southern California, has posited that the failure of all language teaching methods is attributable to the following three shortcomings:

- A. The teacher usually does not succeed in making the language input for students truly interesting, as it is almost impossible to find material which students really want to read or discuss. If, on the other hand, such interesting material could be found, students would no longer be forced to concentrate on acquiring language, but rather on the material itself, and consequently "the rule of forgetting" might lead to Krashen's stated paradox that, when you think you are acquiring, you are not; but when you think that you are not acquiring, you might be.
- B. The type of input, no matter how topical and interesting, is mostly restricted to discourse suitable for the classroom and not at all specific to real-world type situations and tasks.
- C. The quantity of input in a normal classroom situation is much too little to acquire a language. Assuming, for example, that a child acquires his first language for twelve hours each day for the first eight years of his life, this would amount to roughly 35000 hours of input. Even

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supposing that motivated adults may learn in a more organized, and therefore faster fashion, the Foreign Service Institute, with its ideal conditions, still estimates that intermediate competency in a foreign language is attained after 720 hours of instruction. This compares with about 200 hours of instruction in a normal four-semester college language requirement.

In order to alleviate the last shortcoming mentioned by Krashen, namely the low quantity of input, a number of intensive summer language institutes have been designed. At the Deutsche Sommerschule am Pazifik in Portland, Oregon, students pledge to write, read and speak only in German for the duration of the seven week institute, and to forgo English language newspapers as well as radio and television. Considering that this summer school is normally attended by students who have had at least two years of college German, and assuming also that these students are exposed to German during the 49 days of the institute for about 15 hours a day -- even if only a much smaller number of hours is spent in a formal classroom setting --, it becomes obvious that these 735 hours of German have a considerable impact, particularly as they are concentrated into such a brief time span and also, because the language becomes the necessary means of communication inside as well as outside of the classroom, and thereby applicable to real-world type situations and tasks.

Thus the intensive setting of such a summer school has succeeded in

improving two of the factors which Krashen mentions as impeding language learning. This paper addresses a means of also alleviating the first and foremost shortcoming mentioned by him, namely the usual lack of input which is truly interesting to students.

Students at such an institute are, of course, highly motivated to learn German. Their reasons may be quite diverse. They usually are also keenly interested in their immediate environment. This interest grows, as they feel themselves progressively cut off from that environment because of the pledge which they took, namely not to listen to English language newscasts or read English language newspapers. Within a week many of them become news-starved. German short wave broadcasts would be available as well as dated German newspapers. But they are almost never used, as their news value is either not applicable to their current environment or has long since diminished. For information about their current local environment students must depend on two sources: a) the mute broadcast of the NBC Evening News which is simultaneously translated into German by one of the resident faculty members and b) the daily student produced newspaper -- Das Sommerblättchen -- written and published by the journalism class.

This daily paper, which was introduced within the framework of a regular course about five years ago, is appealing to students for several reasons: through it they can gather language input at their own speed and are not dependent on the fast-paced simultaneous

translation of the television broadcast which remains incomprehensible to many of the weaker students. Like the television news, the paper informs them about current world events -- but beyond that the emphasis is on news from Germany, wherever possible, and events from Oregon and Portland. And beyond those items it informs them about the summer school itself. It prints announcements, interviews with fellow students and faculty, feature articles about excursions and planned events, course descriptions and reviews of lectures held on previous days, as well as many other items of acutely personal interest to students and faculty alike. It therefore renders material which can be termed "truly interesting" according to Krashen. The circulation of the paper is kept at about 10 percent below the number of faculty and students at the school to create a demand slightly larger than the supply and thus provide for a speedy "sell-out" of the edition. Usually, the paper has vanished from the rack within 20 to 30 minutes after its appearance right before lunch which students take together at the college cafeteria. Das Sommerblättchen is their favorite reading material during that period of free time, and students read in the target language without ever being forced to do so.

Another very important reason for the paper's success is the fact that its language is usually quite simple, mostly having been created by students for students. It is spontaneous, current, without any textbook quality about it. There are even occasional spelling errors or grammatical mistakes in Das Sommerblättchen, which, like the students, has not always mastered the language to perfection. Thus

students can identify with the paper, as it does not have the appearance of wanting to teach them language, but rather provide them with a message. To reiterate Krashen's idea, students don't necessarily think that they are acquiring language, and therefore just might be.

The paper adheres to a roughly similar format every day. World news and summerschool news appear on the first page, feature articles, interviews, reports and critiques on the following pages, and sports, a German cartoon and a brief satirical piece on the last page. Through this format students are exposed to a comprehensible context which through the repetition of similar features provides a built-in review. As Krashen observes, "the case for narrow reading is based on the idea that the acquisition of both structure and vocabulary comes from many exposures in a comprehensible context." 1/

The popularity of Das Sommerblättchen with students at the institute can be documented through the written student evaluations which are administered at the end of each session. Also, each year there are some students who proudly announce that they succeeded in collecting a complete set of the seven week run of the Sommerblättchen. Such popularity in turn has a salutary effect upon the students in the journalism class itself, who feel personally responsible for the daily success of the class project. There are

1/ Stephen Krashen, "The Case for Narrow Reading," TESOL Newsletter, 1981, vol. 15, no. 6, p. 23.

virtually no absences, and students spend a lot of extra time outside the regular class hours not only writing articles, but also helping to type, collate, staple and distribute the paper. As a matter of fact, often students not enrolled in the class appear at the "Redaktionsbüro" during the late morning, offering to help putting the paper together, ostensibly because such help assures them a copy.

The journalism class is also unique, since the success of the project does not depend so much on the teacher, but rather on the students. Failure, on the other hand, is not only visible to the individual student and the teacher, but rather to the whole class and the readership at large. Obviously, such high visibility creates a high degree of motivation, dependability and cooperation within the class. Students want to perform on their own in this kind of setting.

The skills which are practiced go beyond those exercised in an ordinary language class. One requirement for articles submitted is that they must be interesting to the readers. The class as a whole helps to decide what may be most interesting for the next edition. Each morning the first order of business is to discuss possible topics and stories for the following day. After this discussion specific assignments are taken by the students. Often students are unaccustomed to writing for interest, as many teacher-assigned college compositions have stifled their initiative and created uncertainty as to what might really interest others in and of itself. Students are initially reticent to suggest topics on which they would like to

write, and the teacher must have a number of topics ready at the beginning of the course. The daily predetermined sections in the paper, such as world news, summerschool news, sports, etc. are helpful, as they allow the assignment of these tasks to a student unsure about a topic. Interviews with fellow students or a faculty member are a helpful second step for such a student, as he must determine the interesting aspects of such a story by himself and must conduct the interview in such a fashion as to obtain an interesting story. Furthermore, many language skills, written as well as oral, are practiced in an interview, as the interviewer must ask questions, listen for responses, take notes, summarize, and compose a text in the target language. After a brief time the number of student-suggested topics usually increases, although some students will always remain more comfortable with suggestions from the teacher. Since different language skills are practiced in the different categories of articles -- for example written translation skills and specialized vocabularies in the preparation of the world news, listening and note taking skills in interviews, and different specialized vocabularies, organizational and compositional skills in writing on a free topic -- a student must choose a different type of assignment each day. Because the class size is usually small, the five to eight students repeat individual categories frequently enough to acquire both, structure and vocabulary, from repeated exposures to similar contexts.

A further requirement is accuracy, clarity and conciseness. Students must not only use correct vocabulary, grammar and syntax in

the target language, but also accommodate their own writing styles in the foreign language to the objectives of the different article categories. The largest segment of the class sessions is therefore devoted to the preparation of the individual articles for actual printing. In order to accomplish the tasks just mentioned and at the same time diminish the role of the teacher as much as possible, students correct and edit each other's articles together with the help of an opaque projector. Each article is projected onto a screen for all students to see; they learn to recognize each other's strengths and weaknesses in style and grammar and they correct mistakes together. This kind of team work is probably the most important aspect of the course. Students critique each other's grammar, syntax and style, and at the same time help each other. The role of the teacher is that of an arbiter, while most of the activity in this correction phase comes from the students. Under the teacher's guidance and through constant and repeated exposure to each other's writing, the students develop a critical eye for correct word usage, syntax, idiomatic structure and style in each other's, and eventually, in their own writing. The procedure is unusually class-time efficient, because all students are participating at all times. And the psychological effect of peer correction seems infinitely stronger than that of teacher corrections, since teachers know everything better anyhow. As students continuously observe their peers, there is a growing desire to avoid mistakes, since they do not want to appear incompetent in front of each other. In a further enhancement of

Krashen's theory, this classroom procedure does not only spawn interest in the message, but also in the conveyor of the message, namely the target language itself. The procedure heightens the student's sensitivity towards the target language, without putting the individual on the spot in a confrontation with the teacher but rather with his peers. As pressure thus diminishes, perhaps Krashen's earlier quoted statement is again applicable, that when you think that you are acquiring, you are not, but when you think that you are not acquiring, you actually might be.

There are fringe benefits for the journalism students which deal only peripherally with language acquisition, but which are useful, nevertheless. Because the newspaper is set in columns to facilitate quick reading, students must sharpen their word separation skills. Typing skills in German and on a German keyboard are likewise improved. Estimating the length of an article for advanced layout purposes is important for the appearance of the paper. Thus students learn some organizational skills. Above all, however, students find that they must be able to function in a real-life stressful situation with real-life interdependent responsibilities, such as they might encounter, were they to visit and especially work in Germany.

The journalism course is best suited for undergraduate or beginning graduate students who have had at least one or two advanced composition and conversation classes, and who are particularly interested in improving, accelerating and diversifying their writing

skills. Through the method of instruction which attempts to involve all students in written and oral target language production at all times, a corollary will be increased oral skills as well. In this regard, it seems to be a positive side effect, that the course often attracts students who like to write German, but who are shy about speaking, and who find themselves in a rather relaxed speaking environment within this class, whose ostensive purpose, after all, is the improvement of writing skills.

The grading in the class is based on the quality of the articles submitted in relationship to the skill levels of the individual students. A second determining factor is the individual's dedication to the project, as shown in punctuality of getting assignments in, participation in the correction phase, helpfulness in the daily routine of putting the paper out, and to a large degree, originality of ideas and material brought to the project.

The cost of such a journalism class can be staggered according to funds available. Minimally it requires an instructor with some experience at least in reading German newspapers. A knowledge of basic layout practices is helpful and of the specific German press and newsreporting vocabulary, as students are rather inquisitive, and standard dictionaries often little or no help. The instructor can acquire such a specific vocabulary rather easily and inexpensively through the Deutschland-Nachrichten, which are supplied weekly and free of charge by the German Information Center in New York. These

Nachrichten are diverse and contain a wealth of appropriate vocabulary in usually no more than one or two paragraphs per news item. Press specific vocabulary appears from such varied fields as politics, economics, technology, ecology, sports, culture and literature, to name only a few. At least two electric typewriters with international keyboards are another minimal requirement. PC's with attached printers or spinwriters with international alphabet capability would be better. For duplicating purposes either a ditto- or a xerox-machine can be used. To give the newspaper a distinctive appearance, a catchy title is helpful and a paper color other than white. The German Summerschool opted for yellow journalism and chose goldenrod to reflect the summer season and also play on the title Blättchen, which, of course, may be a small sheet of paper, but also a fallen tree leaf. The most necessary ingredient for the project, aside from a captive audience, such as the one at an intensive summer language institute, is a group of dedicated and enthusiastic students, who want to learn the language and who will find such a class stimulating and relaxing enough at the same time not to think about acquiring language any longer, and thus perhaps acquire a lot of German.

BIOGRAPHICAL SKETCH^

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ADVANCED BUSINESS ARABIC: APPLICATION AND IMPLICATIONS

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The purpose of the present paper is fourfold. First, the need for developing an Advanced Business Arabic course is clearly stated. This is followed by a description of the methodology for the newly designed course. The third part includes a discussion and analysis of a sample unit, along with certain teaching techniques and evaluation procedures. The paper concludes with some recommendations and implications.

A. The Need for Advanced Business Arabic

It has become quite evident that there is in this country a considerable increase in and desire for learning Arabic for academic and professional purposes. There are today more than ninety universities and colleges whose foreign language programs include Arabic language study. Several textbooks have been written over the past two decades to teach both literary and colloquial Arabic. However, the only work (that I know of) dealing partly with business Arabic in a commercial fashion is *Access to Arabic* produced by Heinle and Heinle Enterprise, Inc. (1980). With the exception of this work, there is almost nothing written on this subject.

The investigator has been involved in teaching advanced language courses for several years at the University of Michigan during the regular academic year, in the Portland State University Intensive Summer Program, and in the United Arab Emirates University Intensive Arabic Program for Advanced European and American Students of Arabic. Results drawn from analyzing data provided by 159 students who completed a questionnaire about their academic majors and their reasons for studying Arabic indicate that sixty-one percent of the respondents are

Arabic majors and thirty-nine percent have majors in anthropology, business, computer science, economics, journalism, and political science. The respondents cited the following reasons for studying Arabic: job-prospects—in business, industry, government foreign service, and teaching (112); research related to their field of specialization (38); and ethnic background (9).¹

This new focus on learning Arabic for career objectives poses several challenges that cannot be met by conventional Arabic course offerings. The seriousness of this matter becomes even more evident as we see in recent years a constant growth in the number of graduate students, both at the University of Michigan and at other universities, who are working on combined or double degrees in Arabic and Business, Arabic and Computer Science, etc.

In view of this problem, the investigator sought and obtained funding from the U.S. Office of Education to develop a two-semester Advanced Business Arabic course to respond to the demands of today's students of Arabic as well as members of the business community who also have expressed interest in business Arabic. There is a great need for the addition of this course to the Arabic curriculum. This is especially true with the expansion of Arab investments in the United States and U.S. business and government operations in the Arab world—both of which require promoting functional and productive business language skills in students of Arabic.

Various works published in recent years provide additional support for the inclusion of language-for-business courses in the modern foreign language curriculum (Dandoli, 1986; Dugan, 1981; Grosse, 1980; Henderson, 1981; Hubbard, 1982; Joiner, 1981; Lurie, 1982; Paulsell, 1983; Schaub, 1983; Simon, 1980; Tsongas, 1981). In the eighties, the new trend toward learning foreign languages

for practical and business purposes have led to the development of several courses to teach Business French (Cummins, 1982; Bénouis, 1986; Fairchild, 1986), German (Galt, 1977; Varner, 1979), Italian, Spanish, and less-commonly taught languages such as Chinese, Japanese (Kataoka, 1982; Hijirida, 1986), Portuguese and Russian.

B. Methodology

In the summer of 1979, the investigator coordinated the Summer Institute of Arabic and Islamic Studies held at the University of Michigan. In response to the need of 16 students representing five major Arabic programs in the U.S., the investigator offered an experimental eight-week course in Advanced Business Arabic. Because of the unavailability of an appropriate textbook, the course was informal in terms of its materials and methods. The investigator together with his teaching assistant were involved in collecting and preparing the course material, utilizing the resources of the University of Michigan Library: Arabic newspapers, journals, economic reports, maps, as well as useful brochures, reports and charts obtained from Arab embassies in the U.S. Although the course was informal and short, it turned out to be a great success.

During recent trips to the Arab world, the investigator was able, with the cooperation of several colleagues in Arab universities, to collect up-to-date authentic materials covering a wide variety of topics. These include such topics as business customs and practices, business correspondence, business negotiations, contracts, invoices, letters of credit, and other topics dealing with banking, finances, import and export, advertising, currency and international economics. These newly

collected materials, together with the materials already prepared and tried during summer 1979,² formed the basis for the production of 30 units (totalling approximately 350 pages) to be called *Advanced Business Arabic*.

The goal of this textbook is to develop fluency and ease in understanding and using business Arabic. It is expected that the student who successfully completes this book will be able to 1) understand business reports and commentaries presented in Arabic; 2) read original Arabic materials dealing with business and trade (contracts, correspondences, reports, banking transactions, advertisements, etc.) with a reasonable degree of comprehension; 3) express himself orally by requesting or giving information needed for business transactions; 4) fill out business forms, checks and documents; design advertisements of various types; write business letters, notes and short reports; and 5) interpret specific cultural, religious and social customs and behavior involved in Arab business practices and negotiations. *Advanced Business Arabic* provides amply for students who are adequately prepared and willing to work hard in order to use efficiently and effectively what they have learned.

To accomplish these goals, we have adopted an integrated and balanced methodology that aims at making the learning-teaching process both interesting and challenging. This methodology makes considerable use of problem solving and guided learning strategies intended to assist the students in their efforts to internalize newly learned items and to perform the various learning tasks and activities successfully. While at the same time emphasizing communicative and cultural competence, this balanced methodology does not ignore the importance of linguistic competence—especially since the major goal of advanced Arabic course work in

general is to produce fluency combined with accuracy. This concern is shared by most students of advanced Arabic, who repeatedly express the desire for acquiring both fluency and linguistic accuracy.

For this purpose, the *Student's Guide* (Rammuny, 1980) has become in recent years a required grammar reference to accompany materials used in advanced Arabic language courses, including the most recent Advanced Business Arabic course which is offered by our Department of Near Eastern Studies. The *Student's Guide* contains 1) basic fundamentals for effective Arabic writing, with particular attention given to the ways of linking sentences together and to the system of cohesion and coherence; 2) brief notes to illustrate the basic differences in grammar and idiom between Arabic and English, keyed to the most common errors of American students; and 3) two lists of verb-preposition idioms that cause particular trouble to American students of Arabic. The first list is arranged according to whether or not the verb-preposition idiom is equivalent to its English counterpart, while the second list is arranged alphabetically according to the Arabic preposition in the idiom.

I should point out here that the Advanced Business Arabic course gives more emphasis to communicative and cultural competencies because it presupposes control of basic vocabulary and grammatical structures typically covered by the end of the intermediate level of Arabic at the University of Michigan. Thus, grammatical and stylistic explanations are given only for remedial purposes, after the communicative activities performed by the student are completed.

The Advanced Business Arabic course stresses cultural competence through the immediate use of video cassettes and visual stimuli such as photos, charts, advertisements, banking documents, brochures, and cartoons. These audiovisual materials help in 1) illustrating cultural insights, 2) allowing the students to observe the use of body language and discuss with the instructor certain nonverbal aspects of communication, and 3) inspire the students in their oral and written communication.

This integrative methodology is therefore not limited to a particular single method—for example, audiolingual (Lado, 1964), natural (Krashen and Terrell, 1983), functional (Germain, 1982), or communicative (Brumfit, 1979; Littlewood, 1981). Rather, it is a balanced integrative methodology that incorporates the best techniques of all these modern methods—which, from actual classroom experience, we know to be most successful and effective.

C. Sample Unit

A typical unit taken from the Advanced Business Arabic course consists of the following components or sections:

1. Text. The text usually consists of a business task-oriented topic, such as a visa or application form, a restaurant menu, a business letter, a contract, or a commercial advertisement. The text can also take the form of a dialogue, an economic or business report, or an article—all of which are centered around trade and business. Most texts include or are accompanied by visual or videocassette illustrations.

2. List of useful or troublesome business terminology. Each text is followed by a list of the newly introduced business terms and expressions. In order to aid students in better understanding the text, English and simple Arabic equivalents are provided and the list is arranged according to the occurrence of the items in the text, thus making it easier for students to follow and remember.

3. Cultural Notes. This section contains brief explanations (in Arabic) or further illustrations of commonly used cultural expressions that occur in the text, especially those texts based on audiovisual materials.

4. Communicative Practice Drills. This section consists of two parts. The first part contains a series of structured drills starting with the use of a select group of the newly introduced expressions of the lesson. This is done in the form of a role-playing situation where one student asks a question and another student responds, attending to both form and meaning. Other types of drills in this section involve multiple choice, matching, rearrangement, cloze, etc. These problem-solving types of drills are intended primarily to assist students in their effort to arrive at an interpretation of the meaning of the text with ease. The second part starts with a discussion of the content of the text based on clues to guide the students in their attempt to give responses and express their views freely and critically—for example, comparing Arab business practices and customs with those practiced in the U.S.A. and in the West. This section concludes with an oral assignment based on material similar in content and form to that of the text. Students are required to prepare the assignment for oral free discussion in the classroom. To encourage total free choice and discussion, the instructor requests

individual students once a week to prepare oral reports based on materials of their choice, provided that the topic selected by the student should be comparable to what is studied in class.

Oral free discussion occasionally involves live business reports and commentaries based on recorded audio tapes or videocassettes and sometimes presentations made by guest speakers.

5. Written Assignment. Written activities vary according to the content of each unit. For example, if the unit deals with travel, the written assignment requires students to complete, in Arabic, actual forms needed for travel, such as a visa application, a landing form, or a hotel registration form. Units that introduce students, for example, to the banking system or import/export trade in the Arab world contain written assignments that require students to fill out actual deposit and withdrawal slips and letters of credit. However, for those units which consist of commercial advertisements or correspondence, students are required to create similar written work along the lines of the material presented in class. Also, the written assignment can take the form of summaries and critical reviews in units where the content is based on commercial, economic and business articles.

I should add here that my students are required to 1) take notes on all listening comprehension activities—including guest speakers, 2) answer questions in Arabic on monthly tests, and 3) write a term paper of 5-7 pages in Arabic on a familiar topic.

1. Teaching Techniques

Now, let me turn to the techniques that are used in handling the various components of each unit.

First, the instructor gives a brief introduction to the text, providing clues designed to assist the student in understanding the meaning of the various parts of the text. This, motivates the students to read the text with enthusiasm. The instructor assigns the text to be read outside the class with the aid of the list of troublesome terms, the cultural notes, and the general questions following the cultural notes. In the classroom, the teacher stimulates student participation by opening discussion of some of the main issues included in the text, engaging the students in giving short oral responses. The teacher serves as a guide, helping the students to organize their answers and correcting wrong answers.

For the next class session, the teacher assigns communicative practice drills including critical discussion of the text and the oral assignment which is based on new material similar to the text. For reinforcement of the most useful and troublesome terminology and cultural expressions, the class starts with role-playing situations where some of the students ask the questions given for each item and others respond. The students then continue oral practice doing the rest of the drills as required under the supervision and guidance of the instructor, who intervenes only when it is felt that students' errors may impede communication.

If time permits, the students start the written assignment in class and then finish it at home, bringing it with them to the next class. The teacher usually marks errors of spelling, grammar, punctuation, as well as usage, style, and diction. This is done with a correction key with which the students are familiar. Stu-

dents are then requested to revise their written assignments carefully, **correcting** all marked errors, and then return the final version of the composition to the instructor, who checks to make sure they have been properly corrected. After returning the corrected compositions to students, the instructor discusses the most troublesome common errors that occurred in them and refers students to the *Student's Guide* for further explanations. This self-correction technique has been found to be very effective in advanced Arabic classes. To conclude this methodology part, I should mention that the Advanced Business Arabic course is conducted entirely in Arabic.

2. Evaluation

At the University of Michigan, the evaluation of student performance is viewed as a regular part of Arabic language instruction. The primary objectives of the evaluation process are, first, to obtain the necessary information regarding the students' on-going progress in the course and, second, to determine their level of achievement as measured in functional proficiency at the end of the course.

Feedback about the progress of students in the course is obtained through observation of student performance in class and on oral and written reports, or through monthly tests based on the material already covered. The overall achievement of students at the end of the course is evaluated through an integrative proficiency-based test (Rammuny, 1983). This test consists of four sections: listening comprehension, reading comprehension, writing, and an oral interview. The oral and writing sections include items requiring the student to describe or perform certain business-related activities or tasks. During the oral interview, for example,

the student may be asked to describe the activities he/she is expected to perform after landing in an Arab airport, how to get to the hotel, how to open an account in a bank, or to comment on specific cultural practices pertaining to business transactions (Gordon, 1974). Examples of writing tasks include filling out job applications and travel forms, writing and responding to business letters, and designing commercial advertisements and brochures (Larson and Jones, 1985; Liskin-Gasparrow, 1984; Magnon, 1985).

E. Implications and Recommendations

The newly designed Advanced Business Arabic course material will contribute to the Arabic teaching profession in two ways. First, it will enrich and expand the curriculum for Arabic language instruction in U.S. colleges and universities that offer Arabic for non-native speakers by adding a unique, new course for business Arabic. The course presupposes knowledge of elementary and intermediate level Arabic. It is open to students, members of the business community, and government officials who desire to enter jobs in business, industry, or government agencies that deal with the Arab world. The course may also be taken by Arabic majors as part of their Arabic language study, or as an elective by anthropology, business, computer science, economics, engineering, international law and political science majors.

Second, the new *Advanced Business Arabic* textbook will help promote U.S. business and trade competitiveness in the Arab world, and eventually assist in the improvement and expansion of American-Arab economic and business rela-

tions. There are now numerous job opportunities (for graduates who combine their training with business Arabic) in such areas as banking, industry, imports and exports, management corporations, real estate, and private consulting firms.

Finally, the *Advanced Business Arabic* textbook makes a modest contribution to foreign language teaching methodology in general. The investigator's experience in teaching advanced language courses over the past ten years has convinced him that the use of an eclectic, integrative methodology, such as the one described in this paper, is the most effective for optimal language learning. This integrative methodology, which the investigator called for in two of his articles (*Al-Arabiyya*, 1978, 1979), supports and is supported by Hammerly's most recent publication entitled *An Integrated Theory of Language Teaching* (1985).

This methodology has four implications for foreign language learning and teaching. First, it calls for the integration of the three essential components of language (i.e., linguistic, cultural, and communicative) with business terminology and practice, as well as the integration of newly acquired and previously acquired learning. Second, it focuses attention on three basic learning processes; namely, the process of internalizing newly introduced items, the process of interpretation of meaning, and the process of communication. This direct focus on learning processes necessitates the development of certain strategies (of the type described in Part C of this paper) that will help the students in their efforts to internalize and interpret what they learn, and then use it in their oral and written communication. I would like to see more research conducted in the area of learning processes and the strategies needed for successful learning. As pointed out by Crymer (1980), we need "to know more about the nature of these strategies and to find out which ones

are helpful for which learners for which learning factors at which point in their development." Third, it incorporates the three tasks of selection, gradation, and presentation; however, it handles them differently from what is traditionally done. For example, the basis for selection of the Advanced Business Arabic course materials is not the linguistic system of the Arabic language, but it is authentic business-oriented materials that have real meaning and value to the students' particular needs and work experience. Again, gradation of the materials in Advanced Business Arabic is not dictated by the instructor or the textbook writer, as is usually done. Rather, it is chosen through a process of cooperation between the learner and myself (as their teacher), taking into full consideration the learners' abilities and demands more than anything else. I have already talked about the task of presentation and suggested a variety of communicative interchanges and problem-solving drills which attend both to fluency and accuracy; therefore, there is no need for repetition here.

I would like to conclude by pointing out that the challenge today facing the Arabic teaching profession in particular and foreign language profession in general is to focus our attention on the specific needs of the learners as well as on the processes and strategies involved in successful second language acquisition. This means the setting up of clearly defined goals in functional proficiency for each level of instruction, the selection of authentic teaching materials and methods to meet these new learning goals, and finally the construction of proficiency based tests to evaluate the attainment of the specific goals set for each level. This organized systematization of foreign language instruction hopefully will ^funity our profession to meet the various expectations and needs of our students

NOTES

¹This is based on a four-year survey (1981-1985) of all students enrolled in the advanced Arabic courses that I taught at the University of Michigan, Portland State University, and the United Arab Emirates University.

²These materials were revised and updated before they were included in the course.

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TEN LECTURES IN INTERNATIONAL FINANCE: AN APPROACH TO
TEACHING BUSINESS MANDARIN

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1. Introduction

As Americans stand poised to enter the twenty-first century, a new and unsettling vision of the future has arisen. A monumental challenge to domestic economic well-being has appeared, arresting Americans from their complacency. The progenitors of this challenge are the countries of East Asia, with Japan cast in the leading role. International trade and finance, a subject formerly relegated to the obscure back pages of American macroeconomics texts, has become an anxious focus of study and a painful cynosure of public policy. An ominous feature of this economic phenomenon is that the apparent confrontation to American competitiveness is being mounted by cultures wholly unfamiliar to American business. The markets of East Asia appear hopelessly isolated, impenetrable, inaccessible to all but the most persistent of business enterprise. Along with this national dilemma comes the gnawing awareness that a necessary penultimate step of redressing our fundamental trade imbalance, is the embracing of oriental cultures, and in particular, the mastery of the esoteric and idiosyncratic languages of East Asia.

The purpose of this paper is to contribute, in a small way, to the general movement towards understanding Asia in a more pragmatic sense. In particular, this paper seeks to investigate the problems surrounding the construction of an intermediate course in business Mandarin; the spoken language of about seventy

percent of the Chinese population (and now the official language of Singapore).

The paper is constructed as follows: Section 2 considers the progress of trade relations between Taiwan, the Peoples Republic of China (PRC) and the U.S.. Section 3 deals with a short review of materials (non-exhaustive) already in print which might help in the formulation of such a course. Some of the materials are published only in Chinese. Section 4 highlights possible difficulties which can arise due to different usages in Taiwan and the PRC, both in the written and spoken modes of communication. The issue of alphabetization is addressed, as is the controversy regarding the usage of the so-called "simplified" characters. Section 5 contains a general discussion of a selected number of the ten lectures in international finance which may be found found in an appendix to the paper. Section 6 concludes the paper.

2. The Economic Reality of China

Perhaps the most startling figure found in the current U.S. trade statistics is the enormous trade deficit that the U.S. is running with Taiwan. For the year 1984, the Bureau of Economic Analysis of the U.S. Department of Commerce estimated that Taiwan's export surplus to the U.S. was about \$10 billion. This is equal to the same figure for France and the Federal Republic of

Germany combined, though Taiwan has less than one fifth of the combined population of those two great European industrial competitors. How does one account for this? Why is the trade deficit with Taiwan exacerbating, even though the New Taiwan dollar is relatively fixed in value vis a vis the U.S. dollar and, even though Taiwan's per capita income is rising faster than that of the U.S.¹? Is this prima facie evidence that Taiwan is engaging in protectionism? Complete answers to these questions cannot be addressed in this paper since, in addition to being what we are proposing, they are justifiably problems of law and economic analysis. We can however surmise that much of the trouble with the trade imbalance is due to the Other Great Wall of China, the Language Wall.

The Taiwan trade surplus spoken of above represents the most dramatic of the U.S. trade problems with the Chinese, but it should be recognized that Hong Kong, Singapore and the PRC are increasingly visible competitors. The U.S. government has made it clear that trade with the PRC is of national concern². In the Economic Report of the President 1984, the Council of Economic Advisors grimly warned of the possible reciprocation to U.S. protectionism when it said

"... China has indicated that if the United States cuts off imports of textiles from it, China will cease purchases of agricultural products from the United States" (p. 59)

Furthermore, a casual inspection of the trend in exports from the PRC relative to imports shows that the U.S. is secularly buying more from the PRC than it is selling. In 1980 for example, net exports to the PRC amounted to $(\$3,755\text{M} - \$1,054\text{M}) = \$2,701\text{M}$, while in 1983 this figure dropped so much so that it reversed its sign to $(\$2,173\text{M} - \$2,244\text{M}) = -\$99\text{M}$, indicating a serious deterioration in U.S. net sales to the PRC. One should remember that the adoption of a policy of deliberate trade surpluses by a country such as the PRC is often done in order to accumulate foreign reserves. However, such reserves must eventually be spent if the policy is truly aimed at increasing the welfare of the foreign country accumulating the reserves. It is a matter of serious concern that the U.S. has not been able to capitalize on the Chinese disbursements, when they have occurred.

When one speaks of the Other Great Wall, one should include the cultural, geographic and legal barriers which serve to make trade with China (esp. Taiwan) a one way street. Moreover, the emphasis on English as a second language in China, as well as a growing pool of well-trained, sophisticated Chinese foreign students in the U.S. who have assimilated American culture, has only served to promote a uni-directional flow of trade from China to the U.S.. Asians have ostensibly been very quick to adopt to

changing Western styles of life, and have been doggedly persistent in their attempts to penetrate U.S. markets. U.S. business, on the other hand, has been reluctant to open foreign offices and obtain subsidiary corporations in Taiwan and have generally refused to send representatives to study Chinese business law, language and institutions. The International Trade Commission of the U.S. Department of Commerce advised in 1981, in its publication Marketing in Taiwan,

" While price is extremely important in selling to Taiwan, financing, delivery and after-sales service also are highly important. American firms that pay attention to these considerations and pursue opportunities aggressively will secure growing sales in the Taiwan market and assist the United States in balancing its unfavorable bilateral trade account. "

It seems unimaginable that the U.S. business community could possibly pursue "financing, delivery, and after sales service" in Taiwan without developing first a thorough understanding of Mandarin Chinese, spoken within the business context, as well as a solid knowledge of Chinese needs, tastes and preferences. What is

truly needed is a commitment by American business to the development of a marketing infrastructure for China.

Finally it should be remarked that as of 1983, Taiwan imported twenty percent more in value from Japan than from the U.S.. This is not surprising, since Japan is very close geographically. However, Japanese business has benefited from the older Taiwanese clientele, many of whom speak fluent Japanese due to the fifty year occupation of Taiwan by the Japanese, which ended in 1945. One might project that as younger Taiwanese rise to take the places of the older establishment in Taiwan, the strength of the Japanese in securing sales to Taiwan will be diminished. At that time, a window of opportunity will exist for those U.S. business leaders familiar with Mandarin and Chinese business law.

3. A Short Survey of Literature and Support Materials

A. Texts on the Chinese Language

It is difficult to find literature concerned specifically with the instruction of business Mandarin³. The Chinese government, in 1982, recognized this void and subsequently produced the text Chinese 500. We will discuss this text in some detail below, however, we should say that in the first instance,

this book could never serve as a text in an American classroom aimed at the intermediate level. The reason for this is that the book is more or less a sophisticated phrase book for foreign business persons who have a reasonable command of written Chinese, especially the simplified characters of the PRC. This book should be seen as having broken the ice for more sophisticated versions to come.

The usual texts of written Chinese instruction used in American universities (e.g. the DeFrancis series) provide a comprehensive course in everyday Chinese, but do not focus on the specialized terms of business. As a result, so much effort is made at providing the students with a strong literary foundation, there is a resulting natural inertia on the part of the student to study Chinese from the historical, literary and sociological vantage, rather than from the more mundane business perspective⁴. It is from this inertia that we wish to free ourselves, in a pragmatic, and not philistine, manner. This is very difficult because the Chinese have never really considered business a subject worthy of academic concern. Publications unifying economic terminology, law and typical business practices are scarce in China.

To its credit, the beginning and intermediate texts of the DeFrancis series concentrate on providing the student with flexible combinations of characters and not simply naked, isolated ideographs. Moreover, there are indeed quite a few economic terms found in the two texts which are essential for learning business Mandarin. These terms are listed in Appendix I, along with their

familiar Pin Yin spelling and translations. Appendix II contains the same lists but for the Modern Chinese: A Basic Course and Modern Chinese: A Second Course texts, produced by Harvard-Beijing. The Harvard-Beijing text is a grammar and does not attempt to substantially build the student's vocabulary quickly. The lists are therefore much shorter for the Harvard-Beijing text than for the DeFrancis series. Both of the sources represent perhaps the finest materials in the country for teaching standard Chinese. Still, they do not provide anything more than a basic foundation for the study of business Mandarin. The vast majority of business terminology is simply not presented.

In the early 1950's, Yale University Press, realizing that a need existed for a quick introduction to Mandarin Chinese, published a revised version of the original 1948 Speak Mandarin text, workbook and teacher's manual. This "language kit", as it is called by its author, was produced to allow considerable fluency to be achieved in a relatively short period. The text was confined to spoken Chinese with reading skills to be developed in Read Chinese: Book I, II, and III. However, none of these texts deal with the subject of business outside of the situation of simple consumer purchases in the marketplace.

Princeton University and Middlebury College have developed a set of lecture notes for intermediate Chinese, but once again the emphasis is away from business rather than towards it. One of the advantages of these (unpublished) lecture notes is that they show passages in both simplified and complicated characters, side by side, so that they may be easily compared. This is perhaps

preferable to the inclusion of simplified versions at the end of the text, which the DeFrancis series chooses to do.

We now wish to address the content of the Chinese 500 text spoken of above⁵. The authors of this text (the Beijing Language Institute and the Beijing Institute of Foreign Trade) claim,

" This course is designed to increase
foreigner's ability to express them-
selves orally in their business talks
with their Chinese counterparts"

The lessons in this text are arranged in such a way that they proceed through what is normally considered business negotiations between foreigners and Chinese. The text is to be commended for having limited itself to the practical issues involved in business negotiations. It is to be faulted in the sense that it restricts itself too much to simple sentence construction, and thus, the student is constrained to a given pattern of communication. Moreover, few if any of the important institutions are developed within the set of lectures. The text simply provides a list of the various trade corporations and organizations operating in the PRC. There is little or no terminology dealing with economics as a subject. Rather, a set of carefully chosen terms from the jargon of business negotiations are arranged throughout the text, circumscribing the study of the student of Chinese business. The title of the book indicates that the text is centered about 500 pattern sentences which would be convenient and practical to

learn. The course offered by Chinese 500 contains one thousand words and expressions for special purposes. Each lesson consists of twenty-five pattern sentences dealing with a particular topic, followed by some practice dialogues. Following this there is a very useful section on grammar and usage of words and phrases employed in the sentences. After that comes a list of new vocabulary. There is almost no explanation of the institutional structure of trade. References for such information will now be given below in section B dealing with support materials.

B. Support Materials in Business Mandarin

This section is concerned with discussing some of the more important studies and handbooks which would be useful in any course in business Mandarin and business practices in China (esp. Taiwan). We will specifically exclude here business dictionaries which merely translate from one language to another, and concentrate instead on just those sources which would provide detailed information on doing business in China. It is around such materials that a competent instructor in business Mandarin would be able to build a meaningful course, blending together technical terminology, documentation, legal aspects of Chinese business and linguistic protocol. The subject of business and economics dictionaries will be taken up in section C.

A very valuable resource for constructing any course in business Mandarin is the Foreign Trade Handbook of Taiwan (Wai Hui Mao Yi Shou Ce), which is published in Chinese and is revised

only at certain times. This handbook, being published in Taiwan, uses complicated characters rather than the simplified characters typically used in the PRC. Since Taiwan has maintained a strong trading relationship with the U.S., it has naturally built up a much more sophisticated marketing (exporting) infrastructure than has the PRC. The 1961 edition of the Foreign Trade Handbook included many sample documents (e.g. letters of credit, bills of lading, insurance documents, etc.), and also provided some English translations, albeit very poor translations. The 1965 edition of the handbook changed considerably⁶. The entire structure of the book was contracted, with all documents being deleted, as well as all English translations. It should be remarked that this reference source would be hard to obtain in the U.S., and therefore the interested instructor should request it through the publisher in Taiwan.

Another very useful source, which having been published in 1984 is perhaps the most current catalog of information available, is the Jin Chu Kou Mao Yi Yu Ying Hang Ya Hui (進出口貿易與銀行押匯). This work is a thorough text dealing with all financial and legal aspects of doing business with Taiwan. It is particularly strong in its discussion of the use of letters of credit, along with a survey of the enormous diversity of such documents. The text is a book written in Chinese for the serious (Chinese) student of Taiwanese business, however one finds excellent translations of certain passages and selected terminology. There are, in addition, sample documents which aid the general discussion. This book is a must for any

instructor who needs a current reference on Taiwan business procedures , and as such, could be considered as a candidate for a text in a class on Chinese business.

One source, which may be of peripheral use to the instructor of business Mandarin, is the China Business Manual 1981: A Comprehensive Guide to China's Political, Economic and Trade Organizations. This reference book lists all of the major institutions which are important to the businessperson doing trade in the PRC. The book does not attempt to say anything about Taiwan, since the publisher is an organization promoting two way trade between the U.S. and the P.R.C. One problem, noted in this publication, is that when translations are made of institutional names, there is always the danger that the translated names do not uniquely identify the organization. Thus, it may be difficult to tell if one is considering one Chinese corporation with two translated names, or two corporations each with their own specifically translated names. The China Business Manual is intended to help corporations in the U.S. contact their Chinese counterparts. It therefore seems that this manual would be of limited value in the classroom.

Another good source, though not very detailed , regarding the problem of trading with Taiwan is the Guide to Doing Business With the Republic of China (in English). This small pamphlet discusses the various trade issues which any business would be considering when contemplating trade with the Taiwan.

C. Dictionaries

A full list of useful dictionaries is contained in an appendix to the paper. One interesting but also somewhat vexing phenomenon is that some of the Taiwanese dictionaries have been duplicated by the PRC, and vice versa. This makes it at times difficult to locate where exactly the original dictionary was published (since publishers are not noted in these cases). The dictionaries contained in the appendix are those found in the Library of Congress in Washington, D.C.

4. Basic Course Construction

In this section, we wish to discuss some of the basic problems which would surround the construction of a course in business Mandarin, along with suggested resolutions of such problems. We will focus upon two major areas. The first area is how to deal with differences which exist in the spoken and written Chinese of Taiwan vis a vis that of the PRC. The second area concerns the subjects which should logically be included in any course in business Mandarin. We will focus on institutional details and documents which should be emphasized in the class. The guiding principle will be that only the most essential institutional details and terminology will be presented. Finally in this section, a reasonable goal of success for such an intermediate course in business Mandarin will be considered. It

should be obvious that one cannot expect an immediate fluency on the part of students, nor can one expect students to remain in a constant state of preparation. A resolution to this will be presented, and a measure of success proposed.

A. Taiwan-Mainland Differences in Usage

The most pressing decision facing anyone who wishes to construct an intermediate course in business Mandarin is whether to adopt simplified or complicated characters. Taiwan uses the complicated characters, while mainland China uses the simplified versions. The DeFrancis series has elected to use the complicated characters as the medium of education in basic Chinese leaving simplified lectures to an appendix. The Beijing-Harvard series, having been developed by the faculty at Beijing University, uses only the simplified version. It seems reasonable that a business Chinese course should conform with the general instruction of Chinese language at the school in question.

From a business perspective, it must be recognized that Taiwan's trade relations with the U.S. dominates that of the PRC's trade relations with the U.S.. Therefore, from a short run point of view, it seems logical to first master the complicated characters of Taiwan. The simplified characters may be of more use in the longer run, after the PRC has had an opportunity for greater investment to appear and for more trade institutions to form. One approach to this problem is for the student to first

master the complicated characters, with the simplified characters being learned later at a faster pace.

Accompanying the problem of simplified versus complicated characters is the issue concerning which form of romanization of Chinese characters to use. Many of the texts which are more oriented to Mainland China employ the official romanization known as Pin Yin. There are several other forms however, and unfortunately, Taiwan has not officially adopted any particular one of these alternatives (they generally use a special symbolic pronunciation guide). Yale (耶魯大學式) Wade-Giles (威妥瑪式) and Gwoyeu-Romatzyh (國語羅馬字) are three such alternatives often found. An example of how different these can be is seen by the following:

真	{	jen (Yale)=(Gwoyeu-Romatzyh)
		zhen (Pin Yin)
		chen (W-G)

The alphabetizing of Chinese is important since this is how Chinese translate proper nouns, especially personalities and cities. It cannot therefore be blithely ignored. Again one may seek a solution which displays continuity with the regular program in Mandarin. For example, if the DeFrancis series is being used as the standard textbook in the introductory Chinese courses, then Pin Yin would be the most logical choice. However, one cannot ignore the fact that a business Mandarin course will no doubt center itself on Taiwan business and therefore Pin Yin would be

	<u>Taiwan</u>	<u>PRC</u>
1. letter of credit	信用狀	信用證
2. government bond	政府債券	國庫券
3. capital	資本	資金
4. loan	借款	貸款
5. time draft	定期匯票	遠期匯票
6. letter of guarantee	擔保書	保證函
7. joint venture	共同投資	合資經營
8. business	商業	交易
9. order	訂貨通知	訂單
10. offer (price)	發價	報價

An important point to be made here is that if a student is seeking to learn business Mandarin actively, to use in business conversations and negotiations, then it is not terribly important to learn both Taiwan and Mainland terminology. If, on the other hand, the goal is a strong reading comprehension of documents and, more importantly, business publications, then the student must capitulate and learn both. This is a formidable task and the student must be prepared to work at it over many years.

With these differences in mind, it appears that there still exists a type of dilemma surrounding the planning of such a course. The instructor must yet decide whether Taiwan economics or PRC economics will be stressed. There seems to be no simple way

to avoid this problem if an in-depth course is to be developed. One may argue that Taiwan has only 18 million people and thus, cannot compare with the ultimate economic might of Mainland China. Yet, as was discussed in Section 2 of this paper, Taiwan is currently of much greater significance to the U.S. economy, running persistently high current account surpluses with the U.S.. Such surpluses dwarf total two way trade between the U.S. and the PRC. Moreover, Taiwan's per capita income is high enough that U.S. goods are very marketable there, as opposed to the low income dominated market of the PRC.

B. The Relevant Objects of Study

In this subsection, we will be concerned with the various topics, documents and protocol which would be appropriate in an intermediate course in business Mandarin. Of great importance are the business and international trade documents since these contain the bulk of useful vocabulary. Protocol here is meant to refer to the conditions surrounding the proper introduction of one's product and company within Taiwan or the PRC. Under such a heading would fall the topics of how to effectively advertise within Taiwan (e.g. the appropriate medium for such advertising), how to negotiate over price and also, how to deal with government regulations (esp. when dealing with the PRC). Chinese 500 has some useful dialogues and representative phrases although geared towards a PRC framework.

When dealing with Taiwan, perhaps the best source of information on regulations and controlled imports is the Mao Yi Shou Ce, although information such as this is very hard to obtain in any detailed way. Government restrictions have the tendency to change from year to year. Not only are medical products and agricultural products subject to restraint, but paper products, especially those with writing on them, must be cleared through the appropriate screening board before being released to the public.

Below is a basic list (nonexhaustive) of the various documents which are required in the conduct of international trade in Taiwan. A few of these documents are discussed in the lectures in the Appendix⁷.

1. letter of credit
2. bill of lading
3. time and sight draft
4. commercial invoices
5. insurance documents
6. application for foreign exchange
7. import statement and guarantee bond
8. import permit for controlled commodities
9. certificate for export
10. application for inspection and quarantine

The subject of determining the appropriate topics for the course has been somewhat answered in the above discussion. First, general economic terminology should be introduced. The terms should allow the student to communicate general concepts effectively. For example, terms such as inflation, unemployment,

trade, markets, etc. should be thoroughly mastered. Combinations of familiar terms should then be built from these (e.g. black market, 黑市 combining the familiar term for black with the economic term for market). Next, a thorough exposition of the elements of international trade should be discussed. This would include a full discussion of the various institutions of trade such as the regulatory bodies in the government and the Chinese Central Bank. Of particular importance is the study of the manner of financing international trade. Wik (1984) has a well written explanation of the subtleties associated with financing trade with the PRC. The theory and practice of the letter of credit instrument and the bank drafts, that are such a common part of international trade, should be considered, with sample forms in both English and Chinese. The bill of lading is of importance as a regularly seen document of international trade, as is the problem of port delays that inevitably occur in trade with the PRC, and which serve to create trouble with respect to the bill of lading.

When it comes to advertising, it is certainly understood that in the PRC there is little hope of developing a sense of consumerism. Advertising is simply not allowed on any large scale. Taiwan is not the same. Yet, there is a particular way to advertise in Taiwan which will be most effective to the Chinese audience. The student of Chinese business should certainly be cognizant of these matters. Of no less importance is the proper business conduct for foreign businesspersons to display while in China⁸. A thoughtful instructor of Chinese business will be able

to bring out the more important points associated with Chinese culture.

Finally, we should consider what would be an appropriate goal for the student of intermediate Chinese to seek. As was stated above, one measure would be the skill at reading such business publications as Tien Xia. However it is very difficult to expect that a student of intermediate Chinese could assimilate so much detailed information. Another possibility would be to develop a list of the most important terms used in business in Taiwan and the PRC. This list could serve as a minimum set of vocabulary at which the student could strive to learn. Such a list has yet to be constructed and would constitute an important project.

5. A Short Discussion of the Lectures

In this section we want to discuss some of the lectures contained in an appendix to the paper. The object will be to explain the logic of the topics and the structure of the lessons.

In the first two lectures we have the common supply and demand analysis encountered in all economics courses. This is an important part to the education of any student of business Mandarin, because it will increase both his literacy in business Chinese and will promote an eclectic view of the Chinese economy. The third and fourth lessons makes it clear that it is impossible to understand the workings of the foreign exchange market without a thorough consideration of the forces determining the supply and

demand of foreign exchange. The very fact that the New Taiwan dollar is fixed relative to the U.S. dollar indicates a significant intervention on the part of the Chinese Central Bank. This is important to the international trader since it affects the ability of the trader to finance his trade. If Taiwanese cannot get sufficient foreign exchange, exports to Taiwan may be exceedingly difficult to effect.

The first four lessons give a short introduction to both theory and application. The variables which affect demand in general are discussed, giving the student the opportunity to learn important economic terminology that will be used frequently.

The fifth lesson deals with the simple structure of international banking as it applies to Taiwan. This is again important to the student in learning the various terms used in financing international trade. For example, when the Taiwan importer applies for a letter of credit, in order to purchase an American exporter's goods, he will employ a domestic Taiwan bank which has a correspondent relation with an American bank. The operation of such banks is central to the smooth flow of goods and payments from one country to another. It is inconceivable that a course in business Mandarin could be constructed in which the subject of international banking was excluded. A similar imperative can be seen as applying to the sixth lecture, since it deals with the logical flow of international trade. That lecture represents a step by step discussion of the process of international trade, without specific reference to Taiwan or the FRC. Of course, the terminology which is used is standard to both

countries whenever this is possible. The institutions cannot be the same, and trading procedures between the two countries also have considerable differences.

The last two lessons are combined to give a picture of the overall economy of both Mainland China and Taiwan. Since the lessons are basically limited to around five hundred characters in length, these last two lectures represent a change in structure. The various sectors of the PRC are first presented, so that the student can become familiar with the important features of the economy. This will prove useful to the student of business Mandarin when discussing economics with Chinese counterparts.

6. Conclusions

In this paper we have attempted to provide an introduction to some of the problems inherent in the construction of an intermediate course in business Mandarin. Several things were learned in this attempt. First, we saw the need clearly demonstrated for such a course. Much of the current U.S. trade problem can be traced to a slowness of U.S. business to get involved with a marketing infrastructure in China. Second, we saw that there is very little in the way of basic texts in the area of business Mandarin. The Chinese (following the Japanese) have provided a first step with the publication of Chinese 500. We also saw that support materials are available in Chinese, but must be simplified considerably in order for the beginning student to be

able to profit much from them. Third, decisions regarding simplified versus complicated characters, along with decisions regarding the appropriate romanization must be made. In addition, terminology must be thoroughly inspected to see that the terms being used are largely the common terms in usage both in the PRC and in Taiwan. Finally, the construction of a meaningful course in intermediate business Mandarin should incorporate the various useful institutions and procedures of international trade with the Chinese. The bureaucratic nature of the Chinese, both in Taiwan and the PRC makes this a quite formidable task. However, a sincere attempt to move forward this microeconomic, educational task will be rewarding for individual and society alike.

Footnotes

1. The idea behind this comment is that economic theory generally says the amount of imports, relative to exports, which a country experiences is related to two basic variables. The first is the exchange rate that exists between the two countries. If a country's currency becomes more expensive relative to other countries' currencies, it will not be able to easily sell its goods in the world market, whereas the opposite is true for foreign countries, where the price of their money is falling. The second factor says that if a country such as the U.S. has much faster growth in real income relative to other countries, then we would expect that the U.S. would generally buy more from these countries than they would buy from the U.S.. Both of these factors would serve to contribute to a current account deficit (i.e. a deficit in trade). Neither of these explanations however seem to hold for the case of Taiwan, where the exchange rate has been fairly constant and where real income in Taiwan has grown much faster than in the U.S..

2. The Peoples Republic of China buys a great deal of raw cotton from states such as Texas and Arkansas. It then uses these raw materials to manufacture cotton textile products, which are subsequently sold back to the U.S. at much higher value added prices. The foreign exchange which is earned off of this differential is used to buy other agricultural products and high-tech goods from the U.S. and Japan. The U.S. has a Multi-Fiber Agreement which discriminates quite heavily against countries such

as the PRC. In particular, the U.S. considers textiles which are processed in Hong Kong (or some other third country), but which originated in PRC, as part of the PRC quota of textiles. Before this "country of origin" rule, the PRC was able to indirectly exceed the quota by first selling the textiles to some of the other countries of Asia (and more recently the Carribean) which in turn used their "half-filled" quotas to export freely to the U.S..

3. Actually there are quite a few book written in Chinese on the subject of business and economics. Even in the PRC there has recently appeared books dealing with market economics (e.g. a 1982 translation of Paul Samuelson's Economics). The problem with these texts is that while they are well written and cover a great deal of useful information, they are too detailed for an intermediate course. They overwhelm the non-native speaker. There has simply not been much of an effort made (outside of Chinese 500 spoken of in the paper) to develop a business Mandarin text.

4. There is ample evidence that the traditional Chinese courses have tended to emphasize the sociological and historical perspectives of the Chinese language. A casual perusal of the most recently published books on Chinese will show that such books are concerned mainly with the speeches of political leaders, memoirs of political leaders and writers, poetry, prose and history.

5. It is interesting that the book Chinese 500 was produced as a joint publication involving the Beijing Foreign Language Institute and the Beijing Institute of Foreign Trade. It appears that this demonstrates quite forcefully the need for close cooperation between the language departments and the business schools in U.S. universities. I might point out here that the Nissan Corporation of Japan has published a book called Business Japanese which is very much like Chinese 500. Again it was a close cooperation between business and language experts that brought the publication about.

6. The 1981 edition of this book indicated that regulations and application forms for the various documents, as well as the number and type of documents, change about every two years. This makes the construction of the intermediate course in business Mandarin an on-going process.

7. An excellent source dealing with banking regulations and having sample documents is the 商業銀行之經營及實務

8. For a short discussion of this see "Talking Business in China", A.E.I. Rae, China Quarterly, pp. 271-280.

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Appendix I

Chinese	Pin Yin	English
1. 辦	bàn	manage
2. 辦 公 室	bangongshi	office
3. 辦 理	banli	manage
4. 保 證	baozheng	guarantee
5. 本 錢	benqian	capital
6. 幣	bi	currency
7. 幣 制	bizhi	currency system
8. 菜 市	caishi	food market
9. 產 量	chanliang	output, volume of production
10. 產 品	chanpin	products
11. 產 物	chanwu	products
12. 產 業	chanye	property
13. 車 費	chefei	transportation by car, truck, etc.
14. 出 產	chuchan	produce
15. 出 價 錢	chu jiaqian	offer a price
16. 處 理	chuli	manage
17. 船 費	chuanfei	transportation costs by boat
18. 存 錢	cun qian	save money
19. 帝 國 主 義	diguo zhuji	imperialism
20. 抵 制	dizhi	boycott
21. 調 換	diaohuan	to exchange
22. 定 規	dinggui	fix, decide
23. 法 律	falu	law
24. 分 佈	fenbu	distribution
25. 豐 富	fengfu	rich, abundant

Chinese	Pin Yin	English
26. 福利	fuli	welfare
27. 港幣	Gangbi	Hong Kong currency
28. 工人階級	gongren jieji	working class
29. 工商業	gongshangye	industry and commerce
30. 公社	gongshe	commune
31. 共同福利	gongtong fuli	common welfare
32. 公益	gongyi	common good, public good
33. 供應	gongying	supply, furnish
34. 官價	guanjia	official price
35. 廣告	guanggao	advertisement
36. 國際	guoji	international
37. 合作事業	hezuo shiye	cooperative enterprise
38. 黑市	heishi	black market
39. 花錢	hua qian	spend money
40. 花費	huafei	expenditure
41. 換錢	huan qian	exchange money
42. 計劃經濟	jihua jingji	planned economy
43. 加價	jiajia	raise prices
44. 交費	jiaofei	pay fees
45. 交易	jiao yi	barter
46. 節省	jiesheng	economize
47. 節約	jieyue	frugality
48. 金錢	jinqian	money
49. 進錢	jinqian	receive money as income
50. 經費	jingfei	expenditure

51. 經濟	jingji	economics
52. 利	li	profit, advantage
53. 利益	liyi	interest
54. 領情	lingqing	profit, advantage, benefit
55. 零用	lingyong	be under obligation
56. 落價	luojia	miscellaneous expenses
57. 美金	Meijin	fall in price
58. 謀生	mousheng	American money
59. 農產	nongchan	earn a living
60. 農場	nongchang	farm produce
61. 農民階級	nongmin jieji	farm
62. 批發	pifa	peasantry
63. 窮人	qiongren	wholesale
64. 取錢	quqian	a poor person
65. 人工	rengong	withdraw money
66. 人民幣	Renminbi	labor
67. 商	shang	Peoples Currency
68. 商會	shanghui	commerce, trade, businessman, merchant
69. 商量	shangliang	chamber of commerce
70. 社會主義	shehui juyi	bargain over
71. 生產技術	shengchan hezuoshe	socialism
72. 生活水準	shenghuo shuizhun	producers' cooperative
73. 省錢	sheng qian	standard of living
74. 剩錢	sheng qian	save money
75. 市	shi	money left over
		market

76.	市面	shimian	state of the market
77.	收	shou	receive, collect
78.	收據	shouju	receipt
79.	收入	shouru	income
80.	收條	shoutiao	a receipt
81.	收支	shouzhi	income and outlay
82.	私產	sichan	private property
83.	通商	tongshang	to trade, to carry on commerce
84.	土產	tuchan	local products
85.	消	xiao	consume
86.	消費的	xiaofei	consumers
87.	消費合作社	xiaofei hezuoshe	consumer's cooperative
88.	銷路	xiaolu	market for goods
89.	信用	xinyong	trust, credit
90.	養老金	yanglaojin	pension
91.	要求	yaoqiu	demand
92.	銀行	yinhang	bank
93.	紙幣	zhibi	paper currency

Appendix II

Chinese	Pin Yin	English
1. 办	ban	to manage or build
2. 代表	daibiao	to represent
3. 發明	faming	to invent
4. 革命	geming	to take revolution
5. 工作	gongzuo	to work
6. 工厂	gongchang	factory
7. 工人	gongren	worker
8. 工业	gongye	industry
9. 共产主义	gongchanzhuyi	communism
10. 共产党	gongchandang	the communist party
11. 交流	jiaoliu	to exchange
12. 借	jie	to borrow, to lend
13. 票	piao	ticket
14. 錢	qian	money
15. 劝	quan	to advise, to persuade
16. 社会主义	shehuizhuyi	socialism
17. 社員	sheyuan	member of a cooperative
18. 社長	shezhang	head of a cooperative
19. 生产	shengchan	to produce
20. 收入	shouru	to get an income, income
21. 首都	shoudu	capital
22. 展覽	zhanlan	exhibition, to exhibit
23. 資本主义	zibenzhuyi	capitalism

Appendix III

1. Dictionary of Accounting and Business 《英漢會計商業用語》，葉子鑫
2. Dictionary of Trade Practices 《貿易實務辭典》，蔡曉耕
3. Encyclopaedic Dictionary of Commerce 《商科大辭典》，王廣亞
4. Dictionary of Practical International Trade Terms 《實用國際貿易辭語彙解》，杜惠民
5. Concise Dictionary of Foreign Trade 《簡明對外貿易手冊》
6. Manual of International Trade Terms 《國際貿易名詞手冊》，李香峰
7. Dictionary of Economics 《經濟學辭典》，同憲文
8. Dictionary of Economics 《英漢經濟辭典》，何士芳
9. Dictionary of Economic Science 《經濟科學大詞典》，高爾柏
10. New Dictionary of Economics 《經濟學新辭典》，高和康
11. Economic Terminology Dictionary 《經濟學名詞》，國立編譯館
12. Encyclopaedic Dictionary of Finance and Currency 《財政金融大辭典》，張一凡
13. Dictionary of Money and Banking Terminology 《貨幣銀行術語辭典》，楊市志
14. Phrases of Government Law, Commerce and Education 《英漢政治法律商業教育辭典》，趙明高

The above dictionaries are a recent listing of dictionaries that can be found in the Library of Congress.

Appendix IV

Ten Lectures on International Finance

第一課：需求

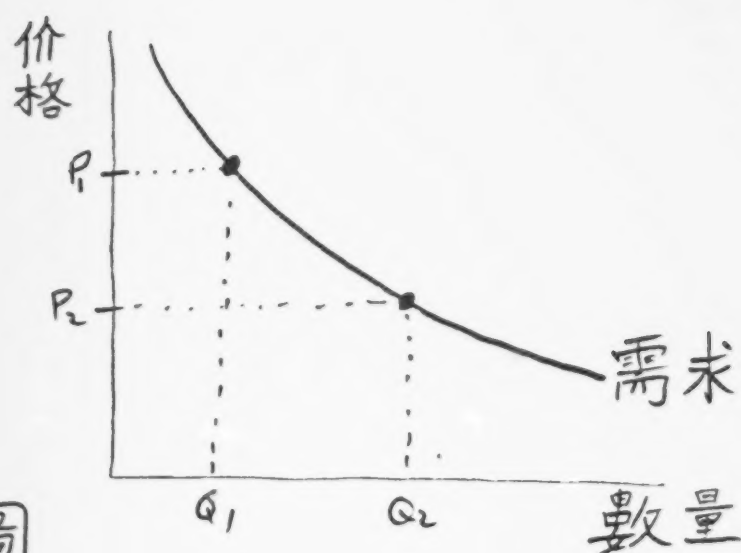
在經濟學中我們最重要的是研究供給和需求的關係。每一個市場都有需求和供給。如果我們要研究經濟的問題，我們就要看一看需求和供給。

通常產品X的需求要考慮四個方面：

1. X的價格
2. 人們的收入
3. 人們的愛好
4. 別的代用品的價格

在下面有二個圖。第一個圖主要是講一條曲線。這是

一條關於產品 X 的需求曲
線。在價格 P_1 的地方, P_1 的
價格比較高, 需求的數量

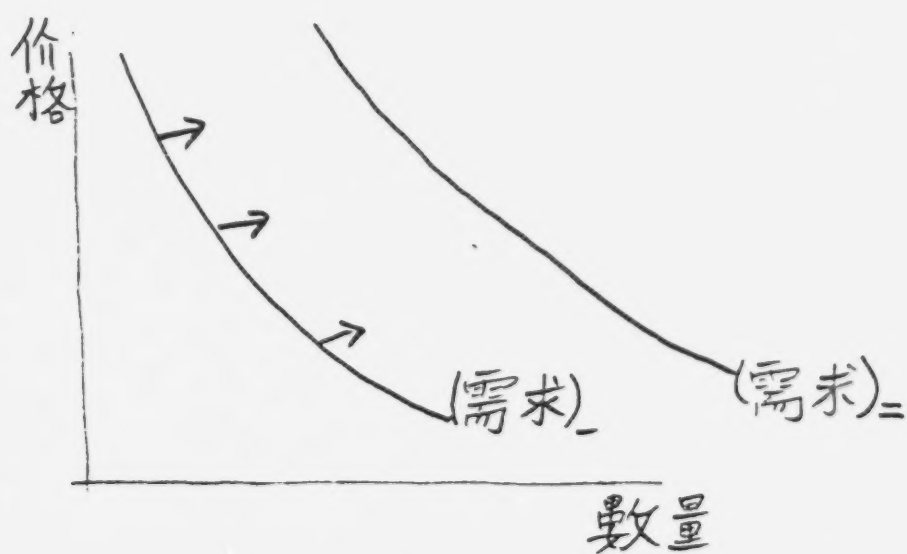


第一圖

就比較少。可是, 在 P_2 的地
方, P_2 的價格比較低, 需求的
數量就比較多。這就是說
價格高了, 消費者的收入能夠
買的東西數量比較少。如果

價格低了，消費者的收入能夠買的東西數量就比較多。

第二個圖是講有的時候，需求曲線會改變。需求的改變通常有兩個原因。第一個原因是有時候，人們的收入改變了，如果收入比以前多了，需求的產品 X 就會比以前多，需求曲線就會



第二圖

何右邊移動。當然，如果收入少了，需求的東西數量也比較少，需求曲線這時就會向左邊移動。需求曲線改變的第二個原因是有的時候 X 的代用品的價格比以前高了，人們都不去買那個代用品，都去買 X ，因為 X 的價格沒有改變。這個時候 X 的需求數量比較多，需求曲線就向右邊移動。當然，如果代用品的價格低了， X 的需求曲線就會向左邊移動。

第二課：供給

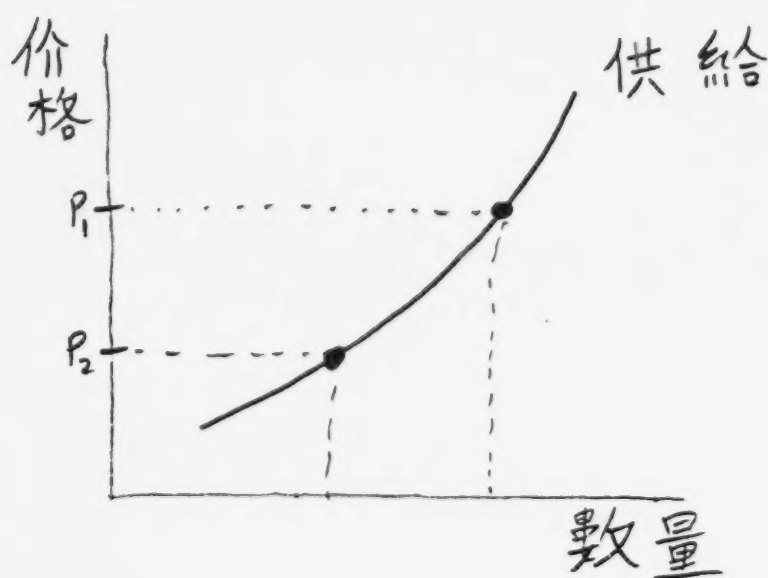
上一課，我們講了需求的意義。這一課我們要看一看供給的意義。每一個公司都供給產品。在第三個圖中，在 P_1 的地方， P_1 的價格比較高，供給的數量 Q_1 也比較多。這是因為如果價格高了，公司就願意多生產，供給就多了。價格高了，公司可以賺比較多的錢。如果公司賺的錢多了，就能生產更多的產品，這樣供給也會多了。在 P_2 的地方

反的價格比較低，供給的數量就比較少。這是因為價格低了，公司就不願意多生產。當然價格低了，公司賺不到足夠的錢，也就沒有能力多生產產品。

這也就是說，在每一個價格 P 的地方，供給的數量表示了一個公司願意賣和能夠賣的產品的數量。價格高了。供給的數量就高，價格低了，供給的數量就低。

而且，如果價格高了，
供給的公司也越來越多。
每一個公司都生產越來
越多的產品，供給的數
量就越來越多。

通常，關於供給，我們
也考慮四個方面。

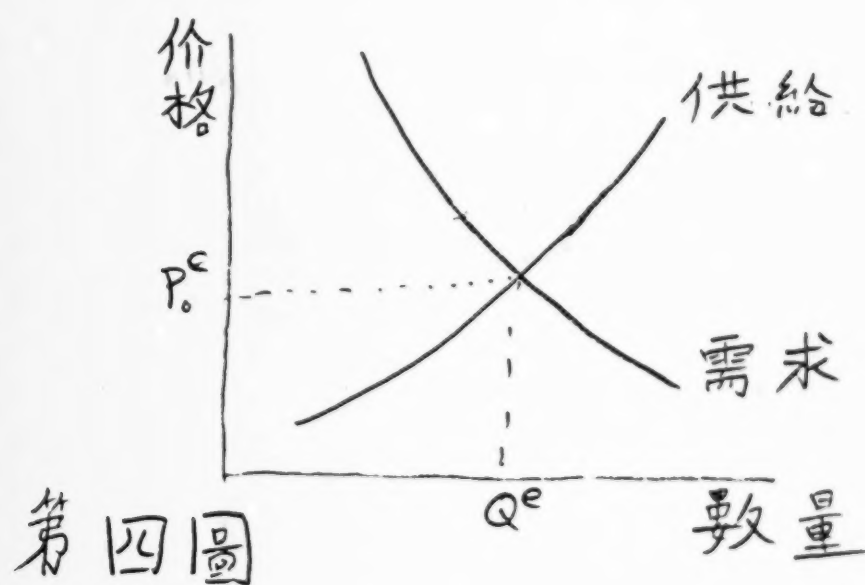


第三圖

1. 產品 X 的價格
2. 工錢的情況
3. X 的代用品的價格
4. 天氣的情況 (如果 X 是一種農業產品)

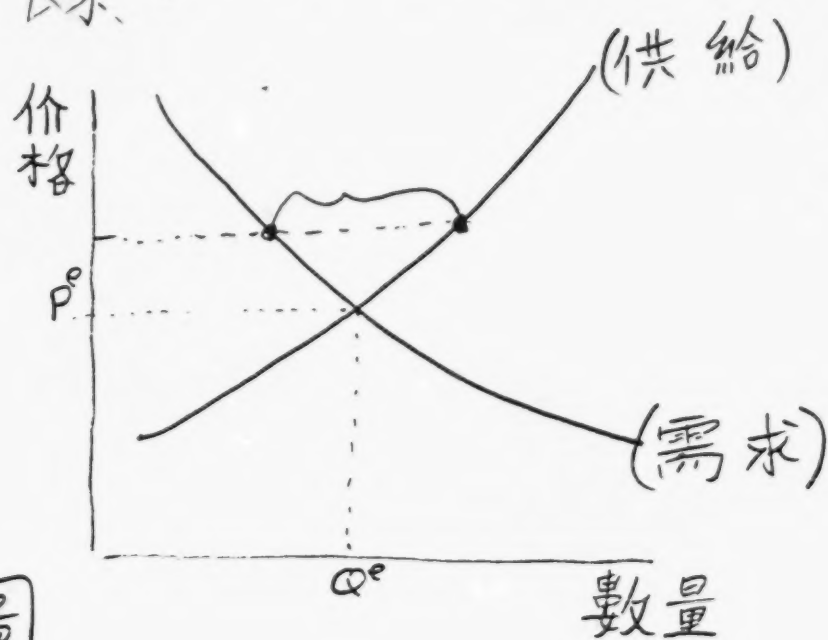
第三課：供給與需求

現在，我們要把需求與供給放在一起看一看。第四圖是解釋產品X的需求和供給。



在X的價格是 P^e 的地方，X的數量就是 Q^e 。
我們叫 P^e 均衡價格，叫

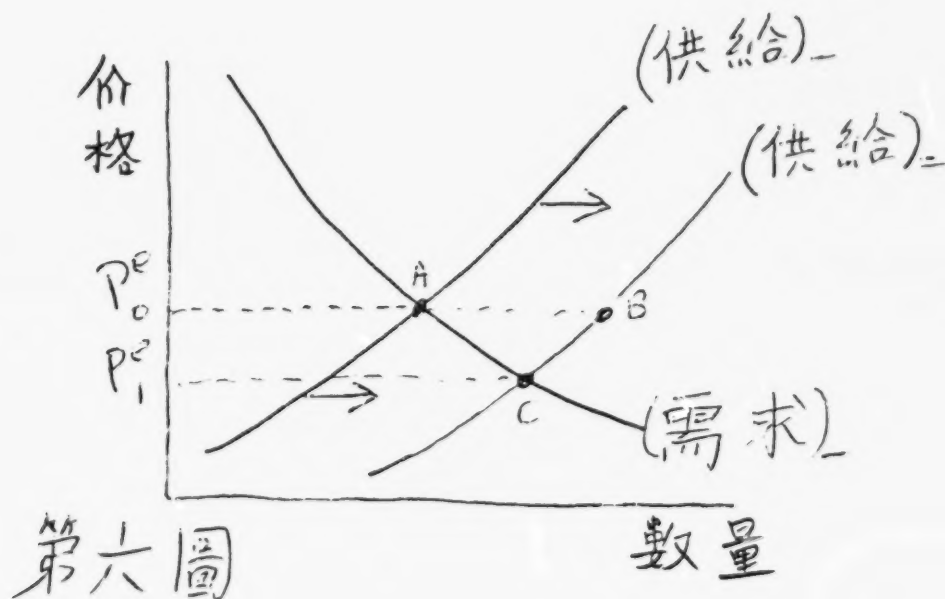
Q^e 均衡數量。如果價格比 P^e 高，需求就會減少，供給就會增多。這樣在市場上產品很多，買的人很少，產品就有了多餘。



第五圖

如果在產品X的市場上，

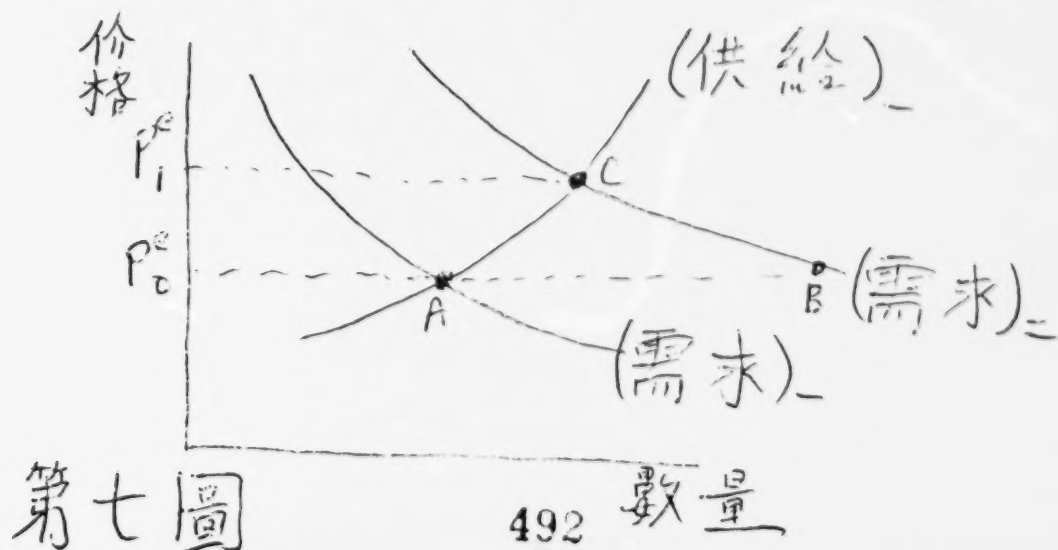
X 的供給多了，供給曲
 線向右邊移動。(看圖六)
 原因可能是每個生產的公
 司都賺了很多錢，所以
 有很多新的公司都要生產
 X。



這樣供給多了，在老的

價格的地方，現在就有了多餘的產品。所以，均衡價格就要減低。從 P_0 的地方移到 P_1 。這樣的均衡點就是 C 點。

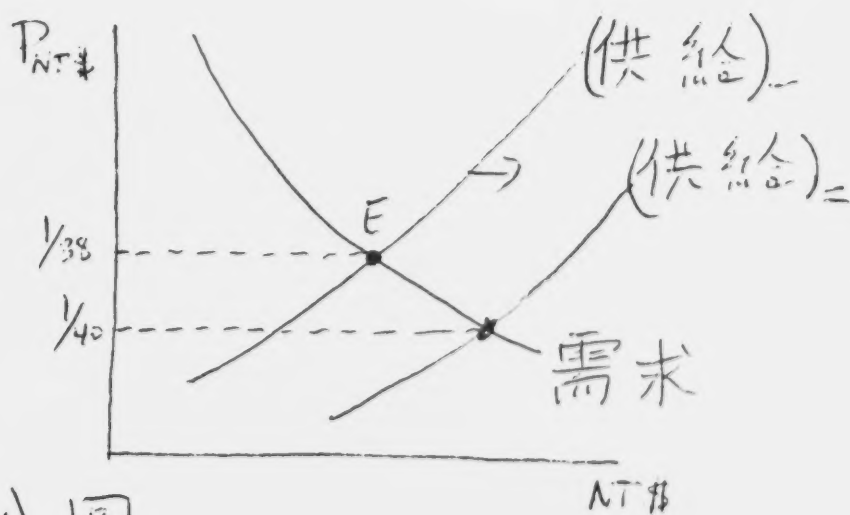
如果需求向右邊移動，也就是說消費者需求的數量增多了（看第七圖）。



如果供給沒有改變，
這樣X市場上要買X
的人很多。X的需數量
很多。供給的數量沒有
那麼多，在X的市場上就
有一個短缺。這樣價格
就會變高，從 P_0 的地方
移動 P_1 的地方。均衡點
從AB的地方移到C點。

第四課：國外匯兌市場

這一課我要講國外匯兌市場。我們要解釋外匯的需求和供給。這一次，價格是外匯交換率，數量是國內的錢的數量。下面第八圖就是講解台灣的外匯市場。



第八圖

价格是美元和台灣元的交換率。當然我們也可以用日元和台灣元或別的國家的錢。實際上，如果我們想要知道台灣元的價值，就應該看一看台灣元和其他所有的國家的錢的交換率。

在 E 點的地方，一元美金可以換三十八元台幣。

如果台幣的供給多了，供給曲線就會向右邊移動。可是台幣的需求沒有增加，這樣台灣元的價值就減低了。一美元就可以換到四十元台幣。

供給為什麼會向右邊移動呢？因為如果有很多台灣人要買美國產品，或者是要買美國

的證券。他們都要用
台幣換美元。

可是，如果有很多美國
人要買台灣的產品或
者台灣的證券，台灣
的錢的需求就會增多，
需求曲線就會向右邊
移動。外匯率就越來越高。
台幣的價值也就越來越高。

有的時候，政府會固定外匯率。政府為什麼要固定外匯率呢？因為這樣外匯交換率就比較穩定。政府要把交換率固定在均衡處的地方，中央銀行就要買賣台灣元。如果外匯市場有多餘的台币，中央銀行就要用美元買台灣錢。

HOW CULTURAL TRAITS INFLUENCE THE WAY JAPANESE AND
AMERICANS INTERACT WITH EACH OTHER IN A BUSINESS
SETTING

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Introduction

The purpose of the research project is to look into some cultural traits, values and business strategies of Americans and Japanese. This is done through analysis of some business conversations in a hypothetical situations. Although the case in point is hyrothetical, it is hoped that some contents of the research project will be useful for real business negotiations for business organizations of the two countries.

Furthermore, the research project can be used as a self-learning kit for business people. The research project not only exhibits cultural traits in the negotiations and answers specific questions; but also reveals how each side perceives the other during the negotiations.

By demonstrating the cultural background, values and traits of both cultures, the research project will be helpful for the Americans and the Japanese who would like some insights into business negotiations dealing with their counterparts. In order for the American business people to conduct successful business negotiations with the Japanese, it is helpful if they understand the Japanese, and the same applies to the Japanese.

Method of Research Project

A set of scripts of company information had been given to each role player before they interacted with each other.

John Smith, (by Mr. Parker) of New York and Company, is quite aware of the company's situations and plans to go to Japan to discuss the possibility of doing business with Ichiro Nakagawa (played by Mr. Shimura).

Ichiro Nakagawa of Osaka Industry awaits Smith in his office. The role playing and interactions take place. Later, interviews are conducted with the role players based on the questions that the author has provided.

Upon the completion of the interviews, a summary of major characteristics -- etiquette, introduction, non-verbal communication behaviors and strategy are discussed.

A . BACKGROUND INFORMATION FOR THE AMERICAN

YOUR BACKGROUND

Your name is Mr. Smith. You are a 33-year old employee who works for New York and Company which specializes in manufacturing and selling paint. After graduating from MIM school, you have been specializing in domestic sales in the New Jersey and New York areas. Now it has been six years since you started working for the company and three (3) sales persons are working for you to cover the areas. Since the company has been expanding rapidly, you have been told by a vice-president, it might be possible to do business with a Japanese paint company.

NEW YORK AND COMPANY AND ITS HISTORY

New York and Company is a paint company and has a 20-year history. It was established in 1965. In those days, the company was mainly operated on a family scale and the market was limited to New Jersey, New York and Washington, D.C. Sales were mainly retail with a limited amount of wholesale. The company was a small one and did not place a great emphasis on industrial use.

In the first half of 1970s, when the first oil shock gave a great impact to the world economy, many companies in the U.S. went bankrupt. Because of the company's conservative strategy and their maintaining steady orders, the management is well established. In the past one and a half years, in addition to retail and a bit of wholesale, orders of paint for industrial use have been increasing. The reasons that the orders for industrial use have been increasing are as follows:

The company has been spending an enormous amount of capital for research and development. A project was to produce and manufacture the best paint available on the market, and the company finally developed the paint last year. Some of the application areas for the best paint are the following and the developed paint is called Super X:

(a) Super X is very strong against sun and moisture. Once you apply the paint, the paint will last at least 10 years and does not change color.

(b) The paint is in great demand for cars. In order to reduce traffic accidents on the East Coast, salt is poured on the streets when it snows. Also the humidity on the East Coast is generally very high. As a result, the paint on the bottom and lower portion of the doors has been coming off easily and the cars get rusty. However, the data indicate that this company's paint prevents cars from getting rusty for 10 years.

(c) Another area for the paint to be applied is on ships. A certain portion of a ship is always under the water and the paints that have been used for a long time did not prevent shellfish and seaweeds from attaching on the surface of the ship. This is one of the most important and crucial areas to be concerned with because it is very difficult to remove the shellfish and seaweeds under the water. It is also costly and inconvenient to clean the ship within a limited time.

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Based on these reasons, demand for industrial use has been increasing. Up until last year, the company has been placing an emphasis on sales promotion and acquired on-going clients. The fact that the demand for industrial use is increasing is because clients have been converting to use your company's product for equipment, machines, cars, and ships.

Based on the data, executives of your company have been voicing the possibility of expanding business to Japan since the Japanese have been producing ships, cars, industrial machines and equipment in great number. In order to advance to Japan, some of the business possibilities are as follows:

1. A Joint Venture with a Japanese Company
2. A Wholly Owned Subsidiary
3. Franchise
4. Licensing
5. Going through a major Japanese Trading Company

These are possible, however, the majority of the executives felt that the best method would be to have a joint venture with a Japanese company based on the following reasons:

(1) A wholly owned subsidiary is too costly. The overhead costs will be approximately 10 million dollars and the complex Japanese distribution system makes it extremely difficult to penetrate the Japanese market.

(2) Franchising or licensing is a possibility. However, this may make it possible for the exact know-how of paint manufacturing information to leak out. Besides this, profits will not be as much as with other methods.

(3) Going through a trading company may not penetrate the Japanese market because your company is interested in manufacturing the product in Japan and cultivating a new market.

(4) For these reasons, the majority of the executives felt that a joint venture would be an ideal strategy for the expansion of business to Japan. After doing some research, you have found out that there are four major paint companies in Japan and their market shares over the past two years are as follows:

Names of Companies	Shares in 1983	Shares in 1984
1. Tokyo Industry	50%	48%
2. Osaka Industry	28	35
3. Kyoto Industry	12	9
4. Nagoya Industry	8	6
5. Others	2	2
Total:	504 100%	100%

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After finding out the shares of the Japanese market, most of the executives of your company felt that, tentatively, a joint venture with Tokyo Industry was a best choice. However, most of the executives did not wish to limit their choice to only Tokyo Industry since the market share in 1984, Osaka Industry increased from 28% to 35%. You have been assigned by your vice-president to look into the possibility of doing business with Tokyo Industry and to find out more about Tokyo Industry.

Through your American client in New York, you had been introduced to Mr. Nakagawa, an employee of Osaka Industry, a competitor of Tokyo Industry. You had written to Mr. Nakagawa in Japan saying that you would be visiting his office and would talk about business. Naturally, your talking to Mr. Nakagawa was meant to acquire more information about Tokyo Industry and the paint industry in Japan as well as to find out about a possible venture with Osaka Industry.

You know the stakes are high for the following reasons:

(1) The more information you acquire about the paint industry in Japan as well as information on Tokyo Industry and Osaka Industry, the more beneficial it is going to be in determining a joint venture with either Tokyo Industry or Osaka Industry; however, you are also aware of the fact that most of the executives are inclined to do business with Tokyo Industry rather than Osaka Industry.

(2) If the joint venture succeeds your current position of district manager may change to vice-president of the joint venture. You have been waiting for an opportunity like that to come and it looks as though it may have come. Naturally, your salary will go up from the current \$45,000 to \$52,000 or \$55,000.

IN JAPAN

Now you are in Japan, hoping you will be able to obtain as much as you anticipate, talking to Mr. Nakagawa, whom you were referred to by your client in New York.

Please use any strategy to talk to Mr. Nakagawa and try to obtain as much information as you can, so that you will be able to report it to your vice-president in the headquarters. Remember that the stakes are too high for you to miss the opportunity.

B. BACKGROUND INFORMATION FOR THE JAPANESE

Name: Ichiro Nakagawa
Age: 33 years old
Company: Osaka Industry which manufactures and sells paint
Working Years: 10 years

Personal Background

After working for the company for four years, you were sent to an MIM school in America in the form of training through the company and you graduated from the school. Previously, you used to work in the Osaka branch, but upon graduation, you were transferred to the Tokyo headquarters and now you work for the sales department.

Paint Shares in the Japanese Market

The following are the names of Japanese paint companies and their market shares in the Japanese market:

Names of companies	1983	1984
1. Tokyo Industry	50%	48%
2. Osaka Industry	28	35
3. Kyoto Industry	12	9
4. Nagoya Industry	8	6
5. Others	2	2
Total:	100%	100%

Background on Tokyo Industry

Tokyo Industry, having a long history, has established branch offices and liaison offices throughout Japan and has had many continued on-going clients for several decades. Because of this situation, Osaka Industry has been experiencing the difficulty of making an inroad into the territory of Tokyo Industry. The 1983 share of Osaka Industry was 28% and went up to 35% in 1984, but the major share of the Japanese market is still occupied by Tokyo Industry.

The increase of Osaka Industry's share in 1984 is due mainly to the fact that Osaka Industry acquired some shares of Kyoto Industry and Nagoya Industry.

Strategies of Osaka Industry

Looking at the overall strategies, the first strategy is that in order to be equal to or catch up with Tokyo Industry, a major emphasis is placed in the expansion of marketing. Because Tokyo Industry is particularly tied up with heavy industries such as the automobile, ship building and housing industries, Osaka Industry has found it difficult to penetrate these areas. Some major clients of Tokyo Industry are Toyota, Nissan, Nagasaki Shipbuilding, Yawata Steel, and Shin-Nittetsu Steel and the volume of orders is tremendous. Based on Osaka Industry's share of the Japanese market, the company has set up the following long term plan:

1. Expansion of domestic sales

To develop a new territory, particularly in the northern area of Japan such as Hokkaido, Aomori, Akita, etc. as well as the southern area like Kyushu is essential.

2. Relationships with clients

To continue to create much closer relationships with the existing clients and to increase the sales volume with the clients.

3. Introduction of a new product

Osaka Industry has been making special efforts to develop a special paint for 5 years. The paint is still in the experimental stage and has not been fully developed to sell on the market. It is estimated that at least one more year will be required for further research and completion of the finished product before selling it on the market.

Obviously all the executives and board members hope that the newly developed paint will be used as the major strategic approach for the expansion of the market share in the Japanese market and eventually the company will replace the currently existing products with the new product.

At this time, New York and Company, whose headquarters is located in New Jersey, has already gained a large market share in the U.S. after succeeding to develop a special paint called Super X, a year ago.

Because Super X is doing so well in the domestic market, New York and Company is considering expanding their market to overseas.

Needless to say, Osaka Industry continues to do research on the special paint which they have been developing for five years. However, considering the first strategy of the expansion of the domestic sales and second strategy of tightening the relationships with the existing clients, your section chief has mentioned that the introduction of Super X might be the best strategy to combine with the first and second plans, and the board members also seemed to agree with the opinions of the section chief.

Characteristics of Super X

(1) The paints that have been marketed are weak against the sun and fade and come off and are not durable. The Super X developed by New York and Company lasts ten years and the color does not fade after its application.

(2) Once, you apply the paint, it dries in ten minutes. It has high resistance against moisture and price wise, it is only between 10% to 15% more costly than the currently existing paint.

(3) On the East Coast of the U.S., it snows a lot in winter and snow has been causing traffic accidents. In order to prevent traffic accidents from occurring, salt is poured on the streets. Because of the salt and moisture, the paint of the lower portions of cars come off easily and get rusty. Available data indicate that after the application of Super X, the paint on such surfaces lasts ten years and is rust-free.

(4) In addition to cars, Super X can be applied to ships. The areas which are under the water often accumulate shellfish and seaweeds. It requires a substantial amount of money to remove them. However, once you apply Super X to the surface underneath the water, it lasts eight years and you do not need to repaint or remove shellfish and seaweeds.

Later Developments

While Osaka Industry has been thinking about these things, you received a letter from Mr. John Smith of New York and Company a month ago. The contents of the letter say that Mr. Smith will come to your office tomorrow through the introduction of the president of Yamaguchi Industry, a subcontractor of Osaka Industry. You have been thinking about many things after you received the letter, and you have felt that it would be a good idea to talk to Mr. Smith first by yourself and later introduce Mr. Smith to your section chief. Some of the areas that you are interested in knowing more about are as follows:

(1) One way or another, you wish to carry the conversation to such an extent that it might be possible for Osaka Industry to have an agreement to do business through licensing or franchising with New York and Company. At the same time, if possible, you would like to carry and advance your conversation, so that New York and Company may tell the know-how of Super X. These are the top priority strategies for getting Super X into the Japanese market and using the trade name Super X.

(2) There may be a possibility in which, in case licensing or franchizing may not be agreeable, a joint venture may be the way to go.

(3) It has been ten years since you started working for Osaka Industry and you know employees of the company were saying that you might be up for a possible promotion to assistant to section chief. In fact, your section chief implicitly mentioned such a possibility.

(4) If the expected negotiations between Osaka Industry and New York and Company go well, you know that you will be able to enhance your educational background of the MIM degree and it appears that the company's expectations from you are tremendous.

As mentioned above, you hope that the business conversation with Smith will advance the long term strategy of Osaka Industry and develop into future business. You are also aware that Tokyo Industry would not miss an opportunity like this for the world. Therefore, you just cannot afford to lose the opportunity.

II. Role Playing and Interactions

Nakagawa

Doozo otooshi kudasai. (Please let him in.)

Smith

Oh, Mr. Nakagawa. Nice to meet you.

Nakagawa

Nice to meet you.

Smith

My name's Smith, John Smith.

Nakagawa

Oh, how do you do, Mr. Smith?

Smith

I'm a little tired, but doing OK. Here is a little gift from me and Mr. Yamaguchi.

Question 1

Question 2

Nakagawa

Oh, thank you very much. Oh, that's very polite of you.

Smith

Oh, thank you. Thank you.

Nakagawa

Thank you very much. Very kind of you. By the way, my name is Nakagawa, my card.

Smith

OK. I have one too.

Nakagawa

Oh, really?

Smith

Maybe we could use these in the future.

Nakagawa

Uh, uh, oh, Mr. Smith. By the way, I've studied your company and your products because you sent me this booklet, uh, weeks ago, and I'm very interested in your company and products because my company's history and your company is very similar and the philosophy of the president is also very similar to ours.

Question 3

Smith

You know Mr. Yamaguchi says the same thing.

Question 4

Question 5

Nakagawa

Oh, really. Especially I'm interested in your product Super X. The product itself has a very good ah, ah, character, and that lasts about 10 years.

Smith

Yes. It's recently developed paint. Our research and development sector has spent a lot of time in developing this paint and we believe our company is maybe 3 to 4 years ahead of any other company in developing this Super X paint. Uh, we feel very confident about it. It lasts 10 years and can be used for all sorts of industrial uses. And that's one of my main reasons for coming to Japan -- to find out if there is a market for it in Japan. Do you believe there is a market?

Question 6

Question 7

Nakagawa

Yes. Ah, according to your booklet, we are very surprised to see that in your sales volume in your country. Your company's sales volume increased so rapidly, so we are very interested in the product itself and your marketing strategy and if we introduce your Super X, we also increase the sales volume in Japanese market.

Question 8

Question 9

Smith

The main reason for our sales increase has been because of the Super X paint. Uh and I'm in town to find out -- I'm in Japan to find out first, if there is a market, and you told me there is; so our company is interested in setting up a joint venture with a major paint company in Japan.

Question 10

Nakagawa

Could you tell me the reason why you choose a joint venture?

Question 11

Question 12

Smith

We believe it's probably beneficial to both companies, both the Japanese company and our American company. We believe we need a Japanese paint firm because the distribution network in Japan is very complicated. Ah, we believe our product is the best and we've proven it by using it on paints in cars and industrial machinery. Now, I'm here as of my company to find out what company would best benefit our objectives.

Nakagawa

In terms of selling in the market, maybe as you know that, my company is now increasing the market share. On the contrary, the Tokyo Sangyo, our competitor is now decreasing its market share.

Smith:

Why is that?

Question 13

Question 14

Nakagawa

Because there is a saying in Japan ohyakudomairi. We must go to the client about ten time, ah, 100 times to get (the job). So, I think that depends on our salesman's devotion to selling.

Question 15

Smith

This is very similar to our company. But I must tell you the truth. My board of directors seem to prefer your competition, but I prefer to do business with Osaka because of Mr. Yamaguchi. See, I trust him; we have done business in the past and we have never had any trouble. So perhaps you could give me some reasons why (you know) you could help me convince my bosses why we should go to Osaka. We know that you've increased your sales through hard work. But, what else can I use to help persuade them in their decision?

Question 16

Question 17

Question 18

Question 19

Question 20

Nakagawa

OK. We have, of course that is related to the marketing, but, we have very strong distribution connections throughout Japan. So, if you produce or import some goods, we can distribute the goods soon, compared to the other companies. We can send the product sooner than others. And, we think selling the product in Japan, we must think another point -- that is time, because we are now finding some difficulties in making joint ventures. One of the reasons is we don't have so much time because most of the competitor is now talking to develop the new product and according to the survey, that the other competitor will release the new product such as Super X within two years. So within two years, we must establish our market share of the Super X. In that sense, a joint venture would take a longer time than licensing, so we prefer licensing and we could not make the joint venture for one item.

Question 21

Question 22

Smith

Only one item.

Question 23

Question 24, 25

Nakagawa

Only one item. I mean for only Super X, we don't make the joint venture because we have a lot of various kinds of paint in Japanese market.

Smith

Right, but this is the best and right now we know that within the next two years, it's not -- we are the only one that has it. Our company is looking for a Japanese firm to be able to share immediately.

Question 26

Question 27

Nakagawa

OK. I understand your company's situation very well. So I will inform your company's will my boss. How about some meeting with our bosses?

Question 28-a, 28-b

Question 29

Smith

I think it would be beneficial to both of us, Mr. Nakagawa.

Nakagawa

OK. By the way, do you have time tonight?

Smith

Oh, I'd love to. I'm here another day and I need someone to show me the town.

Question 30

Nakagawa

OK. I'll take you to the Japanese restaurant after business. Is that OK?

Smith

I'd love it. Thank you, Mr. Nakagawa. I'll talk to you again.

Nakagawa

OK. See you.

Smith

Bye bye

Nakagawa

Bye bye

III. A List of Questions

1. What did you think of the manners of Mr. Smith, who gave you the gift by sitting on the chair, whereas, you stood up and received it?
2. What did you think of his manners of exchanging the business cards?
3. What did you think when he said "by the way?" You nodded.
4. Are you trying to build a connection between you and Nakagawa, using the name Yamaguchi as a linkage to get closer to Nakagawa?
5. Now he repeated the name Yamaguchi twice. What do you think of the relationship between your company and Yamaguchi?
6. You moved and pulled your chair. Are you trying to get into more details about Super X? You also moved and leaned forward to emphasize the product.
7. You were looking at the booklet. Were you paying attention to him?
8. Why did you move your body?
9. You were opening and closing your right hand. Why?
10. Smith is talking to you, moving his hands. What did you think of it?
11. You are moving your body and showing reactions. Why?
12. You are constantly swaying back and forth. Is this because your company is interested in having a joint venture with a Japanese company?
13. The time span between Nakagawa's statement and your statement is very short. Why?
14. What did you think of his reactions.
15. When Nakagawa said the term ohyakudomairi, did you really understand what was involved with the term?
16. Again, you say or use Yamaguchi. Why is that?
17. At the same time, you are moving back and forth, opening and closing your hand. Why?

18. When you heard of Yamaguchi, what did you think of it?
19. You raised your glasses. What were you thinking about?
20. You moved your body. What were you thinking about?
21. Why were you moving your hands?
22. You were moving your body. At the same time, you swallowed saliva. Why?
23. You started moving. What were your reactions when you heard this?
24. You put your hand under the chin and seem stiff. Why?
25. What's this one: "for only one?"
26. You are really coming down, pinpointing your partner, putting your right hand up and down. Why?
27. What did you think of this?
28. You moved a little back right here. What's the meaning?
a & b
29. Now, when you were about ready to stand up right here and then going up and then you decided not to move. Why?
30. Now as soon as he said that you showed your immediate reactions -- happy feelings, smiling.

IV. Interviews with the Role Players

Hello, my name is Kumayama. Today, we are going to find out some of the implications, underlying meanings as well as the attribution of the business conversations that took place in the past. I'll be asking questions to the informants who played the role by looking at the video tape. The person on my left is Mr. Shimura, who played the role of Mr. Nakagawa and the person on my right is Mr. Parker, who played the role of Mr. Smith, who went to Japan to acquire information about the possibility of doing business with Osaka Industry in the role play. (I'll be asking the Japanese participants in Japanese and later, the same questions will be repeated in English. Shall we take a look at it?) (The Japanese sentences are not transcribed in this area.)

Question 1

While you were standing right here, you received a gift from Mr. Parker, who gave the gift to you and you were holding with two hands, whereas he was sitting and then giving you the gift. What did you think of it?

Shimura

In the case of between the Japanese businessmen, I('d) think he is a very rude person, but as he is a foreigner, I think he is not so rude.

Kumayama

So you think that it was permissive for him to do (so).

Shimura

Yes.

Kumayama

OK.

Question 2

While you were standing up over there, you received his business card, where as he was sitting down and was handing his business card to you. What did you think of it?

Shimura

Just the case of receiving gift, I think he is a foreigner, so I don't think he is not so (rude).

Kumayama

You thought it was permissive for him to do.

Shimura

Yes, permissive.

Kumayama

Thank you.

Question 3

Now when he heard (he) said, "By the way" What did you think of it?

Parker

I thought it was just a simple way of introducing a subject matter -- no profound meaning.

Question 4

Now, this is the second time for me to hear the word "Mr. Yamaguchi", are you trying to build a connection between you and Mr. Nakagawa using the name "Mr. Yamaguchi" as a linkage to get acquainted with him or get closer to Mr. Nakagawa?

Parker

I was using it, definitely, for a linkage; because from my knowledge of Japanese culture -- and from my own security -- it would be better to deal with a person that I knew -- or we had a mutual friend. I felt it was very important and I had reinforced it a few times.

Kumayama

I see, thank you.

Question 5

As you notice, right here, Mr. Parker or Mr. Smith, used the "Nakagawa" (Yamaguchi) twice. Now, what do you think of the relationship that you have between your company and Mr. Yamaguchi in relation to his

Shimura

Yes, when he used the name of "Mr. Nakagawa" (Yamaguchi) and he ---

Kumayama

You mean "Yamaguchi."

Shimura

Uh, sorry, "Yamaguchi" and he gave me a gift, so I think he had been studying Japanese customs, (well).

Kumayama

Or business of doing ...

Shimura

Uh, huh doing business in Japan.

Kumayama

I see; so you felt that was (a) valuable, important for him to refer to Mr. Yamaguchi.

Shimura

Yes, that's right.

Kumayama

I see.

Question 6

You pull(ed) your chair forward. What's the reason behind it?

Parker

Oh, I knew this was why we were here, to talk about the Super X paint.

Kumayama

Um hun.

Parker

And I realized that there was some difficulty in communications, so I wanted to make sure I could hear everything he said and just to listen carefully. That was my point there.

Question 7

While you were listening to him, simultaneously, you were looking at the pages of the pamphlet. Were you really paying attention to him at the same time, you were wat, uh, looking at the pamphlet.

Shimura

Oh, at that time I listened to him very carefully because the contents of his words is very important/

Kumayama

Um hun, I see.

Question 8

Now, when you were talking about that, your body moved slightly. What's the meaning or what are the results of your moving?

Shimura

At that time, I was considering about --- I must indicate our interest to Mr. Smith, so I want to speak more gently.

Kumayama

Were you trying to also convince or stimulate his interest at the same time?

Shimura

Yes, that's right.

Kumayama

OK.

Question 9

Mr. Parker, you were leaning forward and emphasizing and using your hand signal, right hand signal, opening and closing the right hand. Why?

Parker

That's just the way I make a point.

Kumayama

I see.

Parker

I mean I had reached another thing that I wanted to communicate, and it was my way of making attention, you know, bring attention to a certain point I'm making.

Question 10

While you were talking to Mr. Parker, he was using some hand signals and leaned forward. What did you think of it?

Shimura

Oh, he is coming down

Kumayama

Coming down to the point, so you have to get ready.

Question 11

You moved a little bit. What was the meaning behind your movement?

Shimura

Uh, he is becoming a little bit aggressive, so I must pull myself up to his words.

Kumayama

Yes, so you have to find out your own tactic or strategy. At the same time you realize(d) the conversation came to almost the bottom line.

Shimura

Uh, bottom line.

Kumayama

I see.

Question 12

Mr. Parker, you were again swaying back and forth, at the same time, you used your hand signal at the same time. I noticed that you pulled your pants with your left hand. What were you trying to do?

Parker

The hand on the leg, I can't think of any reason for it. But each time I made my point, then I would sit back and, I knew that it was his turn to talk, so I would sit back and this is my way of comprehending.

Kumayama

I see.

Question 13

Now, as soon as he said that, your response was so quick, almost it was very spontaneous and you said, "Why is it?" The time-span between his speech and your speech is very very short. Why?

Parker

Uh, I felt possibly by interjecting he would just give me the answer. My reason for being in Japan was to obtain as much information on his company, the competition and the paint industry in Japan; and since he was talking, I just tried to redirect the conversation.

Question 14

The life(time)-span between your speech and his speech was very very short. What do you think about his reactions?

Shimura

I think I must indicate our intention to the product and I must indicate, "We are considering your company and also the competitor."

Kumayama

Tokyo Sangyo

Shimura

Tokyo Sangyo, right. So, I think his reaction is rather great, but that is, I

Kumayama

You expect it.

Shimura

I expect it.

Kumayama
Uh, huh.

Shimura
The reaction.

Kumayama
I see.

Question 15

Now, when he said, "Ohyakudomairi," and explained the term that he has to go to his clients a hundred times, now does that term really mean anything to you?

Parker

Well, it kinda re-emphasized that their company, Osaka, had grown so quickly in the last few years. Normally, I would just say most companies would take that stance and believe, (you know) aggressiveness. But it showed on his company's records. So it was confidence booster.

Kumayama

So in other words, what your the impression that you received from him when he said, "Ohyakudomairi," you thought that he was taking care of clients very well, or ...?

Parker

It further enhanced my belief that they were the right company because of the mutual client who (you know) never did wrong for me, and now (you know) the aggressive nature of the company.

Kumayama

Hu humn, I see.

Question 16

Again, you are emphasizing the name Mr. Yamaguchi. Again, are you trying to use the same strategy as you did before?

Parker

Uh, yes. And from just the words he had said immediately before, I had more confidence, and I felt that was the basic building block between our two companies.

Question 17

Um hum. At the same time, you were moving back and forth using or opening and closing your hands. Is that the part of emphasis?

Parker

Uh. It was emphasis, but I was at that point speaking slower, and, uh, I don't know, I just thought it might aid my communication.

Kumayama

Uh humh.

Question 18

Now, again, Mr. Parker was using the name "Yamaguchi" at that time, what did you feel or what did you think of it?

Shimura

Uh, Mr. Yamaguchi is a very appropriate person as a go-between, but in this stage, he doesn't have any role, so I think if he speak(s) of -- or talk(s) about Mr. Yamaguchi, I don't think that is -- he is out of our business.

Kumayama

In other words, Mr. Yamaguchi, the name itself was good enough to cross the bridge between you and Mr. Smith ...

Shimura

Yes, at this stage ...

Kumayama

But at this stage, right here, the name Yamaguchi is not going to play a major role because his company or he himself is not going to be involved with the business that is going on between you and his company.

Shimura

Especially for this project.

Kumayama

I see.

Question 19

I realized that your glasses are hanging down a little, so you try to fix them. Is there any significant meaning?

Shimura

Yes. The contents of the conversation became important, so I must pull myself ...

Kumayama

Up straight and get ready ...

Shimura

and get ready to ... these words

Kumayama

to deal with him. I see.

Question 20

As soon as Mr. Parker finished his question, you moved a little bit forward. What's the significant meaning behind it when you move(d) your body?

Shimura

His question was, ah, ah, stick to the point ... so...

Kumayama

Yes, stick to the point...

Shimura

I feel a little bit embarrassed and

Kumayama

You were a little stunned.

Shimura

Stunned, yeah. And I must search for good answers or reasons.

Kumayama

I see. Uh humh, thank you.

Question 21

I noticed that you moved your left hand a little bit. What's the meaning behind it?

Shimura

I felt a little bit difficulty in speaking in English.

Kumayama

English, I see.

Question 22

I found it a little, your speech slowed down. What is the reason behind it?

Shimura

The reason was the difficulty speaking English, that's all. But at that time, I want to persuade him (of) difficulty of the joint venture, because of the time, so I think I must persuade him, so ...

Kumayama

You felt it was difficult to persuade him.

Shimura

Yeah, yeah, very difficult, speaking English.

Question 23

What's the reaction about that, when you pulled yourself up?

Parker

Well, I had just given him a tough question and now this was his tough question to me.

Kumayama

Yes.

Parker

I was taking it all in and already I was trying to think of an answer before his question was finished, about the joint venture, when I knew he'd be going for the licensing or franchising.

Kumayama

Yeah.

Parker

So, uh, he handled my question nicely and now it was my turn to give him an honorable reply.

Question 24

When you heard it and you pulled up there, did you feel while he was talking to you that ... did you feel or did you have a notion in that he was trying to discourage you from going or your company going into a joint venture or (things) like that?

Parker

I thought it was just a ploy, just to see whether I would bend or not. That's how I felt and I was really concentrating on giving him a good answer.

Kumayama

I see.

Question 25

What's this one: "for only one?"

Parker

Well, there it was. He brought the question to a point, ...

Kumayama

Right.

Parker

And I wanted to stop it right there and clarify on issue. And that'll be, (you know) he was saying "for one product." I knew Super X was the most important thing; ...

Kumayama

Right.

Parker

but, as you'll see, I stopped and kind of changed the direction, to get him away from the direct, (you know) away from the joint venture. That's what I was there to ...

Kumayama

So you were trying to discourage him from ...

Parker

Absolutely.

Kumayama

OK.

Question 26

You were really coming down strongly, using one arm, I mean finger like this, pointing out, leaning forward. Why is that?

Parker

First, I guess, my aggressive nature; but it was for a joint venture.

Kumayama

You didn't want him to ...

Parker

I didn't want him to keep talking. I wanted him to stop there, (you know). So, I could finish the end.

Kumayama

Right.

Parker

So tried to stop him right there; because if he kept talking about the licensing, the venture would get stuck.

Question 27

While he was talking, he started moving forward, at the same time, he was using his hand signal. What did you think of it?

Shimura

Yes, this is a main important point.

Kumayama
Issue

Shimura
Yeah, issue, so I think he also wanted to persuade me.

Kumayama
Right.

Shimura
and he insisted on the joint venture ...

Kumayama
joint venture, correct.

Shimura
But at that time, I could not compromise with him on the issue, so I must insist him on the licensing, so I think his attitude is not ..

Kumayama
rude

Shimura
rude at all.

Kumayama
I see.

Shimura
This is a business conversation.

Question 28

You moved a little back right here. What's the meaning?

Shimura
Because the time was limited, so I must change the contents of our conversation, and I want to close our conversation.

Kumayama
I see. I see.

Question 28-b

When you said "how about?" you opened up your fingers, I mean, both hands. Do you have any significant meanings behind it?

Shimura

Yeah. As I told before, I want to change the subject, so that's the indication.

Kumayama

I see.

Question 29

Now, when you were about ready to stand up right here and then going up and then you decided not to move. Why?

Shimura

A sign of respect. I thought the conversation had ended, but then he said --- and I sat back down to listen what he had to say.

Kumayama

Uh hum. OK.

Question 30

Now as soon as he said that you showed your immediate reactions: happy feelings, smiling.

Parker

Uh ... the formal part of the business was over ...

Kumayama

Right.

Parker

And, uh, I - - personally, I do a lot of business outside of the social struc (you know) the formal structure. And by going to dinner with Mr. Nakagawa, I would be able to get to know him more, and on a better basis ...

Kumayama

I see.

Parker

without, (you know) just the challenging questions.

Kumayama

I see.

V. Summary of the Interviews with the Role Players

Based on the interviews with the role players, Mr. Shimura, who played the role of Nakagawa and Mr. Parker, who played the role of Smith, the following categories are under discussion:

1. Etiquette
2. Introduction
3. Non-verbal Communication Behaviors
4. Strategy

1. Etiquette

Normally when Japanese business people exchange their business cards, they put their business cards in such a way that the receiver can read the business card without turning it to the right way. At the same time, when they hand their business cards or gifts, a courteous way is to hand the card or gift with two hands rather than with one hand. Also, the Japanese business people stand up to receive a business card or gift to show courtesy.

As Mr. Shimura explains, it would be rude for another Japanese to receive the card or gift with one hand, sitting down. Furthermore, he states that because Mr. Parker is a foreigner, it is permissible to hand his business card and give the gift to Mr. Shimura while sitting down. Although foreign business people can get by with it, it would be ideal if they would show courtesy by using two hands and stand up to give or to receive the card or gift.

2. Introduction

It is always very important for foreign business people to be referred by another person when doing business with the Japanese. Mentioning about references is commonly practiced,

not only by Japanese business people, but also used by the Japanese as a whole for different purposes. For example, some influential people are introduced to a person by his colleagues or friends or relatives for help in finding employment.

Generally speaking, among the Japanese, a person does not trust a stranger unless the stranger is introduced by someone he knows. By being introduced by the person, he is free from suspicion or at least given credit as being trustworthy. This is because the person who introduced him is very well trusted and is often held liable for any misconduct of the person he introduces. At the same time, the introduction gives access to get acquainted with another Japanese person.

However, in question 16, Mr. Parker was referring to Yamaguchi for the third time. His reason for using the name in the beginning was that "I had more confidence, and I felt that was the basic building block between our two companies." In response to Mr. Parker using Yamaguchi three times, Mr. Shimura's response was that "Mr. Yamaguchi is a very appropriate person as a go-between, but in this stage, he does not have any role ..."

The statement indicates that Yamaguchi did play its own role in the introduction, but when it comes to business between New York and Company and Osaka Industry, the name Yamaguchi does not extend its influence that far.

3. Non-Verbal Communication Behaviors

Many non-verbal communication behaviors demonstrated by

Mr. Parker are noticeable and easily comprehensible. For example, in question 6, Mr. Parker pulled his chair, showing his immediate reactions and his response to the question of why he did that was, "Oh, I knew this was why we were here, to talk about the Super X paint."

Furthermore, in question 26, the non-verbal communication behavior clearly shows a strong emphasis: Mr. Parker was really coming down strongly, using finger, pointing, leaning forward. In response, Mr. Parker says, "First, I guess, my aggressive nature; but it was for a joint venture. I didn't want him to keep talking. I wanted him to stop there, (you know). So I could finish the end." In question 17, Parker's moving back and forth using or opening and closing his hands indicates trying to facilitate his communication with Shimura. In question 23, Parker pulled himself up. This indicates that Parker showed respect to Shimura, who gave a satisfactory answer. In question 30, Parker showed happy feelings on his face, relaxing and indicating the formal conversation was over.

On the other hand, the non-verbal communication behaviors demonstrated by Shimura seem a little more subtle and reserved. In many cases these behaviors are difficult to point out and interpret.

For example, in question 8, Shimura moved his body slightly which had to do with indicating his company's interest of doing business and his trying to convince Parker. In question 19, Shimura raised his glasses up and at that time, he was

getting ready to communicate more effectively, as the contents of the conversation became important. In question 29, Shimura was about ready to get up and then he decided not to get up. To him, changing his mind was an indication of showing his respect to Parker and he sat back to listen to Parker.

4. Strategy

In question 24, when Shimura mentioned about the time-span which seemed a concern for not wanting to have a joint venture, trying to discourage Parker from having a joint venture, Parker felt that Shimura's statement was a ploy to find out whether or not Parker would bend. Shimura was trying to use the same kind of non-verbal behaviors as was used in question 26. Parker has indicated that he did not want Shimura to keep talking. He wanted Shimura to stop talking because Shimura was wishing to do business through licensing.

In conclusion of this research project, although Mr. Parker and Mr. Shimura were talking to each other in English, they brought their cultures with them and cultural traits, value systems of their cultures and non-verbal communication behaviors. Both role players did follow the guideline of business negotiations in that Mr. Parker was advised to pursue a joint venture, whereas Mr. Shimura was advised to do business through licensing or franchising.

Because international business negotiations, merging different cultures together with the satisfaction of both parties, can be very complex; in order to have successful business ventures that are mutually agreeable, it is very important to understand cultural traits and business practices of both Americans and the Japanese. Protocol such as manners of exchanging business cards, bringing gifts to the Japanese, introduction of business people and understanding non-verbal communication behaviors and the like will definitely enhance the further understanding of their cultural background.

As being the preliminary stage of the business negotiations, whether the groups of New York and Company and Osaka Industry will come up with an agreement to do business in the form of a joint venture, franchising, or licensing, remains to be seen. The author hopes that the research project will help a great deal in understanding business practices for mutually agreeable decisions to be made by both parties.

PROCEEDINGS OF THE FIFTH ANNUAL
EASTERN MICHIGAN UNIVERSITY CONFERENCE
ON
LANGUAGES FOR BUSINESS AND THE PROFESSIONS

PART V:
LANGUAGE STUDIES AND THE INTERNATIONAL BUSINESS CURRICULUM

INTERNATIONALIZATION OF THE BUSINESS SCHOOL: THE ROLE
OF FOREIGN LANGUAGES

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Toward Internationalization:
Strategies for Strengthening Business Education
(Abstract)

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While many have called for revision of business school curricula to incorporate an international dimension, there has been an uneven pattern of institutional reaction, ranging from token response to full commitment. This paper reviews the reasons for internationalization from a different perspective by emphasizing perceived value to business students pursuing professionally-oriented education. In particular, since business students tend to be highly motivated toward the achievement of success in their careers, they quickly grasp the importance of elements of their education which can be shown to have a utility when applied in the workplace.

Several key elements for internationalization are outlined in the paper, including tools for monitoring the dynamic and interdependent global business environment, sensitivity to cultural differences, and sharpened language and communications skills. The balance of the paper puts forth suggested strategies to assist business schools in strengthening the international dimension of the curriculum. The proposals advanced include adaptation and modification of foreign language instruction and materials; a multi-disciplinary approach to the heightening of cross-cultural awareness; a comparative management philosophy in integrating international dimensions into business school courses; and augmentation of pedagogical methods through a thematic focus and various experiential opportunities.

Toward Internationalization:
Strategies for Strengthening Business Education

Jeffrey T. Doult
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It has now been over a decade since the American Assembly of Collegiate Schools of Business (AACSB), the principal accrediting organization for business education in the U.S., began expecting its members to incorporate international dimensions in their programs. From the outset, there was no common agreement as to how the new standard should be met. Indeed, the AACSB's current statement provides wide latitude: "There is no intention that any single approach is required to satisfy the worldwide dimension of the Curriculum Standard, but every student should be exposed to the international dimension through one or more elements of the curriculum" (28). This flexibility of response, while perhaps desirable, has led to a tendency to treat the international dimension as an afterthought, relegated to the last chapter of a textbook or toward the end of a course syllabus. In short, the topic all too often becomes trivialized or handled as readily dispensable in case of insufficient time or interest.

Underlying the AACSB's important stimulus toward internationalizing the curriculum was an understanding of the reality of interdependency among nations and the implications of such interconnectedness for leaders of business. Since many business students, particularly in the United States, tend to be relatively parochial in their experience and view of the world beyond the domestic scene, universities have an obligation to

challenge myopic perspectives by addressing worldwide concerns in the curriculum. This attention must not be limited to a few splashy externally-oriented activities; rather, it should permeate the core courses of the business school.

Since business students are generally highly motivated toward the achievement of success in their careers, they quickly grasp the importance of monitoring the uncontrollable factors which constitute the elements of the overall business environment. In other words, the dynamics of the international scene become more meaningful when students recognize that no manager--foreign or domestic--can afford to ignore the implications of interdependence and change.

To be effective in an ever-shifting world, a manager needs to hone skills, develop sensitivities, and sharpen communications tools. In terms of basic skills development, the business school must assure that graduates have complete preparation in the core fields comprising the "common body of knowledge" and, frequently, in a specialization among the functional areas (e.g., accounting, finance or marketing). Part of the foundation prerequisite preparation should include macro-economics, including essential concepts and theories of international trade.

Students should be shown how to monitor the business environment--that is, to consider the implications for decision-makers of change in economic conditions, social and cultural dynamics, technological progress, the legal and political situation, and so on. For example, managers operate increasingly in a multi-cultural context. Thus, sensitivity to

cultural differences is valuable in both domestic and international business. As Wind notes, "a manager in the turbulent international environment must not only be a skilled professional, he must also carry with him a deep realization of cultural diversity and the capacity to adjust his skills and strategies accordingly" (2).

Managers are principally communicators, in that they spend most of their time interacting with others in order to get tasks accomplished. Thus, business schools can facilitate management development by providing tools for effective communication. For purposes of international business, an understanding of cross-cultural communication and of non-verbal interaction is particularly critical. Enhanced sophistication of communications for the international setting should tend to influence positively the degree of sensitivity to cultural differences as well. Among the communications tools of greatest relevance for international business are foreign language competence, public speaking abilities, active listening skills, and acceptance of interpersonal differences.

To summarize, the principal outcomes of management education broadened to incorporate the worldwide dimension should include comprehensive knowledge of core subject matter, an ability to monitor the international business environment, and effective communications skills, particularly in a cross-cultural context.

Strengthening the International Dimension: Suggested Strategies

1. Foreign languages

Facility in foreign languages is immensely helpful to the successful conduct of international business. For example, an understanding of subtleties of meaning can influence the dynamics of negotiation.

Similarly, a social rapport, which can be more readily established through foreign language competence, is a necessary foundation of many business relationships.

Foreign language study helps business students strengthen their communications skills in their native language as well, since it focuses attention on structure, precision, and accuracy of usage. With heightened confidence through language acquisition, the graduate will be more likely to establish effective business relationships. Also, language capability provides access to key business information sources. Prior language study increases the probability of accurate communication of an intended message between sender and receiver. Yet another advantage of foreign language training for the business setting is that it generates an opportunity for a greatly expanded network of professional contacts.

Unfortunately, foreign language courses at the university level fail to attract and maintain the interest of many business students. The principal reasons for this condition seem to revolve around a perception among students that foreign language courses do not offer an immediately discernible utility. As traditionally offered, foreign language courses follow a rather dry "building block" approach through which grammatical understanding is gradually built. Conversational uses are generally minimized and subsequent courses tend to emphasize the literary tradition of the language.

In keeping with the movement toward "foreign language for special purposes", the increased interest in internationalizing the business school might give added impetus to the further development of "foreign language for business purposes". Rather than relegating this new area

simply to a separate, advanced course in specialized commercial vocabulary, it should instead become a critical focus within a redesign of introductory-level work in the language. By using pertinent business examples and illustrations from the outset, the business student will be able to grasp the immediate applicability of the language. Some progressive foreign language departments have already embraced this notion and it may be expected to become more widely adopted as appropriate teaching materials become available.

For some students, an intensive mode of foreign language learning will be far more effective than a more leisurely, traditional-length course format. This is particularly true for management development programs for practicing executives. Intensity provides students an opportunity to become immersed in the target language with a minimal amount of interference caused by distraction of time between sessions. Furthermore, intensive courses may facilitate the student's development of cultural awareness since they may be ideal settings in which to demonstrate cultural misunderstanding.

Because business students are often keenly competitive, they may be fearful of not performing well in foreign language courses. By using the same techniques of simulation and role-playing which are often employed in the business school, foreign language faculty may find greater success with such students. In one variation of this situation, each class participant could be permitted to select a new identity. For example, John Jones, a senior interested in international finance, could become (during his French class) Pierre Colbin, a banker for Crédit Lyonnais. In like fashion, all the other students (and even the professor) could choose

a different persona. Under such circumstances, a positive atmosphere would be created in which the student would be less likely to be worried about making mistakes, and would thus become more receptive to language learning.

Materials should be selected which are topical and relevant to the contemporary cultures of those host nations where the target language is spoken today. Ideally, foreign language textbooks should contain lively, up-to-date, and pertinent information and illustrations concerning business and economic conditions, practices, and terminology. Recent copies of newspapers and newsmagazines should be used in class, including both the popular press and publications devoted to economic reportage. Audio-visual material depicting modern life and business practices should be used whenever possible. Videotape and videodisc technology facilitate this process of demonstrating the living language. Similarly, audiotape programs are beneficial if they include appropriate situations and sounds typically encountered in the host environment. Finally, since business students are generally familiar with computers, the instructor may want to explore using, as a supplement, one of the many self-instructional language learning programs available as software packages for microcomputers.

Another adaptation concerns conversational elements of foreign language courses. Managers must often make oral presentations to small groups in the work setting and, less frequently, engage in formal public speaking. Conversational practice in the foreign language should, therefore, include situations involving communication with groups in the target language. As part of this training, the business student needs to learn about appropriate formalities and protocol for such occasions.

2. Cross-cultural awareness

As mentioned previously, business students must learn the importance of establishing and maintaining rapport with associates and customers from other cultural backgrounds. Similarly, tools of cross-cultural analysis are productive in assessing market potential and in planning strategy to achieve organizational objectives in foreign environments.

The social sciences are rich in contributions in the cross-cultural field. For example, faculty from anthropology, psychology, and sociology can be tapped to discuss such essential intercultural concepts as contrasts among cultures, ethnocentrism, and the adjustment syndrome of "culture shock". Also, the roots and development of current conditions in economic and socio-political systems (which are themselves reflective of cultural patterns) can be interpreted by historians, geographers, economists, political scientists, and others. Business schools should avoid becoming insulated from the balance of the university. By using available resources from the key underlying disciplines of the social sciences to aid in internationalization, business programs can minimize the faculty development strain on their own staffs while integrating the liberal arts areas in appropriate ways into the professional school.

Cross-cultural understanding can be developed through a variety of techniques, most of which entail careful, close scrutiny of the characteristics of other societies. Students are encouraged to gain a more sympathetic appreciation for alternate ways of life. In this process, business students should be exposed not only to the constituent elements of modern-day cultures, but also to their manifestations in the workplace (i.e., "corporate culture").

3. "Mainstreaming" international dimensions

While some business schools have developed a single required course in international business, others have chosen to incorporate worldwide dimensions in multiple areas of their curriculum (e.g., in the core "common body of knowledge" fields). Both alternatives will be more effective if faculty members are committed to internationalization of course content. To achieve this goal efficiently, university administrators must provide positive faculty development incentives. Assuming that such conditions are present, there are a number of strategies from which faculty may choose to enhance internationalization in curriculum planning.

First, regardless of the subdiscipline involved, a comparative management approach may be taken. Thus, accounting practices in the Federal Republic of Germany may be compared with those in Great Britain; or distribution channels in Japan may be contrasted with those in North America. Such similarities and differences highlight again for students the interdependence of nations in economic affairs, as well as the importance of overcoming managerial inertia in order to be able to adapt to changing conditions. One means of developing materials with such a comparative approach is for researchers from different countries to write jointly-authored texts.

Second, course syllabi should be revised to ensure that international issues are addressed in each section of the course. By means of the inclusion of examples and illustrations of current business practices, perhaps further supplemented by modules or case studies, the course can readily incorporate a worldwide dimension throughout its structure.

Authors and textbook editors should be careful to incorporate footnotes and other citations that would refer students to additional source material with an international orientation.

4. Additional pedagogical approaches

Internationalization may be stimulated by the application of a thematic focus, such as an area studies approach. Thus, a geographic segmentation may serve to identify a particular region or grouping of nations (e.g., the European Economic Community) upon which the full attention of all international aspects of the business school curriculum would be directed for a period of time. For example, a school might designate a two term "Year of China", during which special public lectures could be offered (both by university faculty and selected visiting scholars), culturally appropriate social events would take place and, as much as possible, coursework would take on some of the flavor of the Chinese experience through examples and illustrations.

A focused approach facilitates more intensive study of international dimensions of business in that it permits greater specificity. For example, using area studies methods, students can explore one nation or region in depth, learning how to monitor the business environment and considering the strategic and operational implications for management in that locale. Again, there is a transference effect in that the careful examination of the conditions and cultural patterns of other nations can sharpen the student's ability to identify problems and opportunities in the domestic economy as well as abroad.

Guest lecturers, long a source of supplementary enrichment for business courses, are particularly pertinent to the quest for internationalization. For example, executives of companies which have

been involved in foreign trade can enliven class discussion and serve as a sounding board for students contemplating international careers. Others whose visiting contributions could be valuable include government officials, representatives of foreign trade missions, and members of official international organizations. The utility of language study could be addressed by the example of people who have been successful in applying foreign language in their business activities. The business school may find it productive, in fact, to invite prominent individuals such as those mentioned above to constitute an advisory board for international programs. Their suggestions may be helpful in curriculum design and for programmatic development through fundraising.

Greater understanding of international business can be heightened by offering students carefully designed and monitored foreign study travel opportunities. If such experiences take place after completion of related coursework, students will be able to test and observe firsthand some of the notions discussed in class. Furthermore, the process of acculturation may move more smoothly since students will have gained greater sensitivity to cultural differences through their studies prior to departure.

The internship provides a powerful laboratory for student transference of classroom learning into a working environment. Thus, an international internship could serve well as a "capstone" experience for those students with a serious commitment to the field of international business. The university may well benefit as well, as the ongoing network of linkages involved with internships can be used to share ideas, techniques, materials, and could possibly yield opportunities for faculty development and consulting activity.

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THE INTERNATIONAL BUSINESS MAJOR: A BASIS FOR COOPERATION
BETWEEN FOREIGN LANGUAGES AND BUSINESS IN A LIBERAL
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TITLE: THE INTERNATIONAL BUSINESS MAJOR: A BASIS FOR COOPERATION BETWEEN
BETWEEN FOREIGN LANGUAGES AND BUSINESS IN A LIBERAL ARTS COLLEGE

I. OVERVIEW OF THE INSTITUTION, A LIBERAL ARTS COLLEGE

Elmhurst College is located in a western suburb of Chicago. Founded in 1871, it now is one of the largest liberal arts colleges in Illinois. Our day session enrollment is over 1,800 with an additional 1,500 students in continuing education and the evening session. Elmhurst offers a wide range of academic programs. There are 104 faculty members in twenty-one departments offering over fifty majors. Whereas Elmhurst College offers the traditional liberal arts majors and pre-professional training for teaching, law, and medicine, in recent years the most significant growth has occurred in the fields of Business Administration, Nursing, and Computer Science. Elmhurst College offers the Bachelor of Arts, Bachelor of Science, and Bachelor of Music degrees.

II. PAST AND PRESENT RELATIONSHIP BETWEEN THE TWO DEPARTMENTS, THE CENTER FOR BUSINESS AND ECONOMICS AND FOREIGN LANGUAGE AND LITERATURE

The International Business Major at Elmhurst College began in 1977. In 1976 the college wide foreign language requirement was deleted. The new major in International Business that was instituted the following year had as one of its requirements a foreign language component equivalent to two academic years of a foreign language. Other academic requirements are listed below.

1977-79 Catalog Listing

Requirements for a major in International Business are:

- Bus. 215 - Principles of Marketing
- Bus. 221 - Financial Accounting
- Bus. 222 - Management Accounting
- Bus. 225 - Principles of Data Processing
- Bus. 313 - Theory of Organization & Management
- Bus. 340 - Business Law
- Bus. 430 - Business Finance
- Bus. 438 - International Marketing
- Pol. Sci. 301 - Comparative Government
- Econ. 211 - Introduction to Economics I
- Econ. 212 - Introduction to Economics II
- Econ. 305 - International Economics
- Econ. 309 - Comparative Economic Systems
- Math. 162 - Math for the Social Sciences (or equiv.)
- Math. 345 - Elementary Statistics, or
- Bus. 347 - Business Statistics

At least three courses from the following:

History 303, 345, 363, 444

Political Science 302, 306

Geography 211, 212, 412, 413

Proficiency equivalent to two academic years of a foreign

language is required.

The Director of the Center for Business and Economics had a direct interest in international business and the composition of the major reflected both his interest in this area and his commitment to the integration of business with a strong liberal arts background including proficiency in a foreign language.

In 1979, the Center for Business and Economics hired a new Director and embarked on a series of catalog revisions. The department, as a whole, moved toward a core curriculum of business courses for all majors. Specialty areas were designed that required the core courses plus specified courses for each specialized major. The revision in the International Business area took the form of dropping the language requirements except for students desiring to specialize in one region. No specific courses were listed for this regional fluency requirement. The determination was on an individual basis by the Department of Foreign Languages. In looking at the requirements listed below, one notes less choice outside the business major is given to students. No courses in geography may now count for the major and the foreign language requirement is eliminated. These changes make the major less interdisciplinary in nature. Note that the business requirements in the listing of the major below are identical to those in the 1977 catalog.

1979-81 Catalog Listing

International Business - A student specializing in International Business is not required to take the core curriculum. He/she must take the following courses in the manner specified below:

- Bus. 230 - Principles of Marketing
- Bus. 250 - Management Theory
- Bus. 261 - Financial Accounting
- Bus. 262 - Management Accounting
- Bus. 339 - International Marketing
- Bus. 340 - Business Finance
- Eco. 211 - Economics I
- Eco. 212 - Economics II
- Eco. 314 - International Economics or
- Bus. 442 - International Finance
- Eco. 316 - Comparative Economic Systems or
- Pol. Sci. 301 - Comparative Government
- Math. 345 - Elementary Statistics
- Hist. 303 - American Foreign Relations
- Pol. Sci. 306 - International Politics

Regional Studies - In addition to the Basic Curriculum outlined above, it is recommended that a student develop a regional specialization.

A student choosing a regional specialty must attain written and oral fluency in a major language of their choosing. The Department of Foreign Languages and Literatures shall determine how fluency can be obtained for the individual or if the individual already is fluent. No specific course requirements, therefore, are appropriate.

Regions which can be studied include:

- A. Latin America (Spanish): See Latin American Area Studies presently offered.
- B. Soviet Union (Russian)
 - 1. Geo. 211 or 212 Regional Study
 - 2. Geo. 313 Geography of Soviet Union
 - 3. Hist. 363 History of Russia
 - 4. Pol. Sci. 302 Modern Foreign Governments
- C. Western Europe (French or German)
 - 1. Pol. Sci. 302 Modern Foreign Governments
 - 2. Hist. 443 History of Europe: 1815 to the Eve of WWI
 - 3. Hist. 444 The World in the Twentieth Century
 - 4. Geo. 311 Geography of Europe
 - 5. Geo. 211 or 212 Regional Study
- D. Asia (Chinese or Japanese)
 - 1. Pol. Sci. 302 Modern Foreign Governments
 - 2. Geo. 111 or 112 Regional Study
 - 3. Hist. 364 History of the Far East
 - 4. Theo. 333 World Religions

Interim courses offered as regional studies also are recommended.

The 1981 catalog revision produced no real changes in the structure of the International Business Major. The regional majors were delineated to indicate suggested courses for different regions: Asia, Western Europe, the Soviet Union and Latin America. These regions were chosen to reflect clusters of courses pertaining to these areas from various academic disciplines across the college-wide curriculum. The foreign language requirement is not reinstated for the general major and the requirement of fluency is retained for the regional areas. However, for the first time, German 305, Spanish 305 or French 305 are recommended as specific courses. These courses are Business German, Business Spanish and Business French at the upper level. They presume three years of college level instruction as their prerequisites.

1981-83 Catalog Listing

Requirements for a major in International Business:

A student specializing in International Business is not required to take the core curriculum. He/she must take the following courses in the manner specified below:

- Bus. 230 - Principles of Marketing
- Bus. 250 - Management Theory
- Bus. 261 - Financial Accounting
- Bus. 262 - Management Accounting
- Bus. 339 - International Marketing
- Bus. 340 - Business Finance
- Eco. 211 - Introduction to Macroeconomics
- Eco. 212 - Introduction to Microeconomics
- Eco. 314 - International Economics or

- Bus. 443 - International Finance
- Eco. 316 - Comparative Economic Systems or
- Pol. Sci. 301 - Comparative Government
- Math. 345 - Elementary Statistics
- His. 303 - American Foreign Relations
- Pol. 306 - International Politics

Regional Studies - In addition to the International Business Curriculum outlined above, it is recommended that a student develop a regional specialization.

A student choosing a regional specialty must attain written and oral fluency in a major language of their choosing. The Department of Foreign Languages and Literatures shall determine how fluency can be obtained for the individual or if the individual already is fluent. No specific course requirements, therefore, are appropriate, although German 305, Spanish 305 or French 305 are recommended.

Regions which can be studied include:

- A. Latin America (Spanish): See Latin American Area Studies presently offered.
- B. Soviet Union (Russian)
 - 1. Geo. 111 or 112 Regional Study
 - 2. Geo. 313 Geography of Soviet Union
 - 3. His. 363 History of Russia
 - 4. Pol. 302 Modern Foreign Governments
- C. Western Europe (French or German)
 - 1. Pol. 302 Modern Foreign Governments
 - 2. His. 443 History of Europe: 1815 to the Eve of WWI
 - 3. His. 444 The World in the Twentieth Century
 - 4. Geo. 311 Geography of Europe
 - 5. Geo. 111 or 112 Regional Study
- D. Asia (Chinese or Japanese)
 - 1. Pol. Sci. 302 Modern Foreign Governments
 - 2. Geo. 111 or 112 Regional Study
 - 3. his. 364 History of the Far East
 - 4. Thl. 333 World Religions

Interim courses offered as regional studies also are recommended when appropriate.

In 1983, the catalog was again revised and the International Business Major revamped. The new major was strengthened in terms of the business coursework, in terms of its interdisciplinary nature and by the reintroduction of a foreign language requirement. The requirements are listed below:

1983-85 Catalog Listing

Requirements for a major in International Business:

A student specializing in International Business, an interdepartmental major, must take five courses from a list of electives available

from the International Business advisor in the Center for Business and Economics in addition to the core curriculum. The elective courses include catalog offerings in Business, Economics, Geography, History, Modern Languages, Political Science, Speech Communication and Theology. Appropriate special offerings in Interim also may be selected with the approval of the advisor. Students selecting this major must have a minor in a foreign language of their choice or equivalent competency recognized by the Department of Foreign Languages and Literatures. It is essential for students in this major to work closely with the International Business advisor in the Center for Business and Economics.

1. Required - Economics 314 - International Economics
2. Required - Foreign Language - (Select one - Presumes a minor in a foreign language)
 - Spn. 305 - Business Spanish
 - Frn. 305 - Business French
 - Grm. 305 - Business German
3. Select three from the following groups:
 - A. Eco. 316 - Comparative Economic Systems or
Pol. Sci. 301 - Comparative Political Systems or
Pol. Sci. 302 - Modern Foreign Government
 - B. His. 303 - U. S. Dip. History or
Pol. Sci. 306 - International Politics
 - C. Thl. 333 - World Religions or
Thl. 334 - World Religions
 - D. Geo. 375 - Geography and International Relations or
Geo. 412 - Political Geography
Geo. 413 - Economic Geography
 - E. Spc. 315 - Intercultural Communication

<u>Required</u>	<u>CORE CURRICULUM</u>
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Bus. 220 - Introduction to Data Processing or Bus. 224 - Introduction to Computer Programming Bus. 230 - Principles of Marketing Bus. 250 - Management Theory Bus. 261 - Financial Accounting Bus. 262 - Management Accounting or Bus. 361 - Intermediate Accounting I Bus. 340 - Business Finance Bus. 456 - Business Policy Eco. 211 - Economics I - Introduction to Macroeconomics Eco. 212 - Economics II - Introduction to Microeconomics Math 151 - Calculus I or Math 162 - Math for the Social Sciences Math 345 - Elementary Statistics	
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Note the requirement of three years of college level foreign language with a course in Business Spanish, Business French or Business German as the capstone course. The interdisciplinary nature is strengthened and broadened in terms of the number of departments in which a student may choose an elective. Speech, Geography, and Theology have been added to the list. The number of courses offered as elective choices has been increased, and the regional study concept has been eliminated as a formal option. This elimination was done because of the time restraint imposed by the four-year sequence of

studies. With the help of their advisor, students may still choose electives for general college distribution requirements that will offer greater specialization in one regional area if they so desire. However, the major is now intended to provide a broad general background in business, fluency in one language and a general background in other disciplines as they relate to the international aspects of business.

III. THE ROLE OF FOREIGN LANGUAGES, THE FOREIGN LANGUAGES DEPARTMENT, FOREIGN LANGUAGE FOR BUSINESS COURSES AND THE FOREIGN LANGUAGE FACULTY IN THE INTERNATIONAL BUSINESS PROGRAM

The role of the Department of Foreign Languages has evolved considerably over the past decade. In 1976, the foreign language requirement was dropped and replaced by a new Language and Thought requirement. Few students majored in foreign languages and still fewer pursued the traditional teaching career. At the same time, a growing number chose double majors which combined foreign languages with political science, psychology, sociology or business administration.

Whereas our upper level students found the language, civilization, and literature courses challenging and enriching, they frequently requested a course more directly related to skills for jobs in business. Thus, after considerable debate within our department, it was determined that we should initiate one-semester business language courses in French, German and Spanish beginning in 1981.

We now have five years experience teaching such classes. The courses are at the advanced level with third-year college composition and conversation as prerequisite. Thus, we assume that students with language skills already highly developed can concentrate on those areas specifically related to business language. We also have developed courses suited to the expertise of our foreign language faculty, i.e., dealing with the language of business and with general business practices abroad. We are well aware of the expertise of our colleagues in the Center for Business and Economics and do not intend to compete with them.

What has evolved over these past five years is an advanced conversation and composition course which focuses entirely on business. Considerable emphasis is placed on vocabulary building and on the function and composition of business documents.

A second goal of the class is to provide participants with a realistic view of how they might use their language skills following graduation. Prior to the course, most students think only in terms of employment in the United Nations, translating firms, international airlines or multinational corporations. Few students are aware of opportunities in local Chicago firms. Two projects have been initiated to help them gain a broader perspective. During the term, guest lectures are presented by a number of business persons who use foreign languages in their work, including not only international business but also Illinois State government, private service agencies and firms employing minority workers. Students are encouraged to engage in frank discussions with the speakers about the prospects in their fields, as well as the pros and cons of such employment.

The final semester project is to seek out businesses which have either an

international focus or which employ persons who speak a foreign language while at work, to interview a representative of those businesses and to present the findings to the class.

The results of the courses have been quite gratifying. Students have acquired essential vocabulary needed to conduct business in a foreign language; they are acquainted with a wide range of business documents; and they emerge with a feeling of confidence when dealing with a business interview. Most important, they complete the course with a more realistic view of how they might best use their language skills following graduation.

The success of these foreign languages for business courses helped lead to discussions with the Center for Business and Economics about formally integrating foreign languages back into the International Business curriculum. Since 1983, a minor in foreign languages that specifically includes the foreign language for business courses is required for all International Business majors at Elmhurst College. The foreign language for business courses have become the capstone of the language component of the International Business Major.

IV. ADVANTAGES AND DISADVANTAGES OF THE CURRENT MAJOR ON INTERNATIONAL BUSINESS AND THE COOPERATIVE RELATIONSHIP BETWEEN FOREIGN LANGUAGE/HUMANITIES AND THE CENTER FOR BUSINESS AND ECONOMICS

What are the advantages and disadvantages of the current program? Eight advantages are apparent to us:

1. Flexibility:

The present system allows considerably more flexibility in choosing courses than in the past. Students currently majoring in International Business may elect from eleven courses in six different departments in addition to the core curriculum.

2. College Wide Resources:

This major taps other resources of the college. The International Business Major builds on a strong liberal arts background with contributions from the Departments of Foreign Languages, Political Science, History, Theology, Geography and Speech.

3. Cooperative Spirit:

A cooperative spirit has developed between the Center for Business and Economics and the Department of Foreign Languages. Shared interests and physical proximity of our offices have allowed for frequent interaction and discussion between faculty members. We have developed a greater degree of empathy for the concerns and problems confronting our respective disciplines and a greater appreciation for the contributions of each department to the education of our International Business Majors. The result is increased collegiality not only among faculty members in our two departments, but also among colleagues in business and the humanities in general.

4. Joint Advising of Students:

Advisors in the Center for Business and Economics and the Department of Foreign Languages counsel International Business majors, thus reinforcing in the student's mind the integral role of the Department of Foreign Languages in their major field. The physical proximity of the departments on the same floor helps foster this cooperative advising program.

5. High Caliber of Students:

The caliber of International Business students is higher than in the past. Because of its increased rigor, the International Business major attracts above average students who wish to combine skills in business, foreign languages and the humanities.

6. Increased Enrollments:

Increased enrollments have generally occurred in foreign language courses in the international and comparative economics courses. Students appear to be attracted to a more rigorous structured program.

7. Shared Extracurricular Activities:

The shared interest in a common goal extends outside our classrooms. Students and faculty from several disciplines support extracurricular activities related to international affairs. Next week, for example, we shall accompany twenty-five Juniors and Seniors to the Student Conference on International Business, sponsored by The Chicago World Trade Conference.

8. Increased Job Opportunities:

Majoring in International Business affords additional employment opportunities for Foreign Language majors and broader opportunities for Business majors who wish to sharpen or learn language skills in addition to their general background in business. The identification of foreign languages with business has led to unexpected benefits for our students. For example, when international airlines at O'Hare Airport call the College Placement office for part-time ground hostesses, the Department of Foreign Languages is contacted for candidates. Presently, four Elmhurst College students work for Swissair; two of whom were sent to Zurich last Spring for special training.

We have observed very few disadvantages to our program. Our wish list includes field experiences and internships in fields requiring the use of foreign languages. We also recognize that only one foreign language for business course is a minimal requirement, and we hope to increase our offerings in the future. Additionally, resource restraint prevents this major from being an option for our evening students. Day transfer students without a strong language preparation may not find it possible to complete the major in four academic years. However, these disadvantages are far outweighed by the advantages afforded by the International Business major.

V. CONCLUSION:

As a result of the cooperation between our two departments, foreign languages has become integrated into the International Business major. Because we fully share the academic advising responsibilities with our colleagues in the Center for Business and Economics, the significance of foreign languages for the curriculum has become reinforced in the minds

of our advisees. Professor Sampsell and I confer several times each week, and I believe that these discussions have given both of us a greater understanding of both disciplines. Most of all - we enjoy it!

THE MOUSE THAT ROARED: STRENGTHENING LIBERAL ARTS THROUGH
BUSINESS AND LANGUAGE ALLIANCES

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The Mouse That Roared: Strengthening Liberal Arts
Through Business and Language Alliances

The purpose of this paper is to document the successive stages of the dramatic rebirth of a foreign language department in a private four-year liberal arts institution. Rebirth occurred in three stages. The first crucial step for the department was to assess its curricular mission in light of a student constituency which had changed substantially since the early 70s. Secondly, based on a realistic review of institutional needs and operating under the aegis of an International Studies Committee composed of faculty from the humanities, business, and the social sciences, the department designed a long-range plan for outreach and public relations activities intended to prepare the way for a complete revision of foreign language course offerings. The final and most dynamic stage was the drafting and implementation of a new program in the fall of 1985.

In many ways the resuscitation of the Foreign Language Department at Elizabethtown closely parallels the well-contrived scheme of the tiny, faltering Duchy of Grand Fenwick in The Mouse That Roared to enlist the aid of the wealthy and powerful United States of America. Similarly, the beleaguered and severely understaffed Modern Language Department--consisting of only three full-time members (one each in Spanish, German and French with two adjunct faculty) had to marshall the support of colleagues in the vibrant and steadily expanding areas of business and the social sciences. Unlike the Duchess of Grand Fenwick who came to the conclusion that "there is no more profitable step for a nation without money or credit to take, than to declare war on the United States and suffer a total defeat," our department began to make itself heard through diplomatic means rather than armed conflict. Instead, the creation of strong alliances based on collaboration across disciplines provided the impetus for curricular change. These alliances

also produced a number of residual benefits like improved articulation of concerns among all faculty members.

Initially exchanges among the International Studies Committee faculty focused exclusively on the special needs of the Foreign Language Department. Ultimately, however, business and social science faculty came to realize that the revitalization of a Modern Language Department, firmly grounded in the liberal arts, was in everyone's best interest. Moreover, prolonged dialogue in meetings and strategy sessions engendered a reexamination of the importance of language study college wide.¹ Some faculty on this committee who were skeptical about the feasibility of a language requirement have changed their views. They now see the acquisition of a second language as both a pragmatic and humane skill.

In order to better appreciate the changes in both perspective and the curriculum, I would like to briefly outline the history of the department and to discuss the institutional realities which made the revitalization of this department look like such a challenge. Like many other liberal arts institutions Elizabethtown was in many ways a microcosm of the trends and priority shifts in the nation as well as the educational system in the 70s. The college experienced a dramatic rise in the number of technical and career majors and a parallel decline in liberal arts majors. The resulting imbalance in enrollments caused crippling reductions in foreign language department staff, facilities and programs. The Modern Language Department was cut from seven full-time members to three and the language lab was dismantled, put in storage and the room given over to a department in one of the pre-professional areas. The department, hard pressed to maintain a traditional language major, instituted two substantively weak options in 1974 and 1981. Because of inherent program weaknesses, the department continued to be

plagued by ever declining numbers of majors, attrition between fall and spring semesters and low morale.

Similarly, a decline of student interest in international education led to lower enrollments and the end of the African and Latin America Studies Programs. In short, the gap between liberal arts and professional and technical majors widened ominously.

Fortunately by the late 1970s a number of events coalesced favorably to set the stage for change. In 1977 a new President was chosen who had demonstrated a strong commitment to the liberal arts. More importantly for the Foreign Language Department, an International Studies Committee was formed at the request of the Dean of the Faculty with representatives from seven departments and a chair who combined charisma, leadership and a fanatical devotion to language and international studies.² The committee's mission was to assess college needs and to make recommendations based on those needs. One of the most urgent needs addressed by the committee, in an effort to stimulate grass roots support for foreign language and international studies, was the development of an International Studies Concentration. This concentration included a three course core requirement, a number of electives, and two language courses at the conversation/composition level. The committee also structured a campus wide International Education Graduation Requirement which students can satisfy by a number of courses from different disciplines, including the second semester of an intensive Fundamentals of Language and Culture course offered in French, German and Spanish.

From 1982 to 1984, the International Studies Committee began to closely examine the foreign language course offerings and undertook a statistical analysis of foreign language enrollments from 1979-84. The results were alarming to both humanists and members of other departments who felt a philosophical affinity to

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to liberal arts values. The department had, on the average, only one major per year, enrollments were disconcertingly low in upper-level courses, and attrition between fall and spring semesters of consecutive courses was a significant problem over the five year period.

Moreover, the analysis pointed up the problem of attracting students, who because of rigorous demands of technical or pre-professional majors, may have only one or two electives in their entire college experience. It was obvious from surveys conducted among language students that many motivated students felt stymied by the structure of the curriculum. At this juncture foreign language faculty concluded that it would be imperative to revise and condense our elementary and intermediate language courses and to facilitate the completion of tape assignments by obtaining a state-of-the-art language laboratory.

Far from signaling total despair, the analysis also demonstrated some positive signs of change and renewed interest in foreign language study. From 1980-84, the number of students taking French doubled. In addition, the upsurge in foreign language enrollments nationwide was making itself felt in the Admissions Office. Admissions staff, the Registrar and many faculty advisors were beginning to report evidence of increased interest among students in both the intellectual and pragmatic benefits of language study.

In 1983-84 substantial institutional support provided the necessary foundation upon which to build a new curriculum. Funds for faculty development in foreign language and international studies became readily available. As the full-time professor of French, I received a grant to cover the tuition costs of a month-long business course offered by the Chambre de commerce et d'industrie of Paris. The college also helped to defray travel and lodging costs in order to insure my participation in first a tester and later a trainer workshop in oral proficiency testing procedures.

The arrival of a new Dean of the Faculty heralded a new age of strong support for the humanities in general and foreign language in particular. On behalf of the department he lobbied successfully for the purchase of a Tannberg language laboratory. It was installed in the summer of 1984. In the same year the Dean provided a small grant for the Spanish professor to attend this conference and to enroll in a two week course on oral proficiency testing at Middlebury College.

Most importantly, the administration agreed to match the funds awarded to a team of four faculty members from the International Studies Committee by the University of Pennsylvania/Pennsylvania Council on International Education.³ The grant provided for ten teams from Pennsylvania colleges and universities to participate in a four day institutional development workshop at the University of Pennsylvania. A number of distinguished consultants as well as prominent members of private sector companies and financial institutions were available to share their expertise and to provide valuable feedback to proposals for curricular design.

This was a crucial juncture for moving from the planning to the implementation of departmental strategies for change. As a result of the workshop foreign language faculty sharpened and refined their goals and formalized a plan to strengthen and revise course offerings with a view to attracting more business and technical majors as well as liberal arts majors. The Penn/PaCie grant included a campus visit in the fall of 1984 of Claire Gaudiani, a specialist in foreign language program design and management in higher education. Dr. Claire Gaudiani, of the University of Pennsylvania, served as an on-campus consultant to both the Modern Language Department and the Department of Business. She provided invaluable troubleshooting tips and made a major presentation to the faculty designed to generate enthusiasm about the link between foreign language and the business and

arts and science curriculum.⁴ Immediately after Dr. Gaudiani's visit, we planned a series of outreach activities designed to capitalize on the interest generated by her presentation.

In mapping out our public relation strategies we were forced to reconsider some of the painful lessons learned from the department's unhappy history. When retrenchment occurred in the department during the 70s many colleagues outside the department were dismayed by the reaction of foreign language faculty members. They offered no protests, no counter-proposals, no innovative suggestions for curricular redesign in order to save teaching positions or the language lab. In fact, they reacted as many humanities faculty have when faced with cuts of facilities and staff--they accepted the "inevitable." The lesson for a department like ours, which is determined to grow, and for other departments who wish to remain strong, is that organized, aggressive leadership is as essential for departments in the humanities as it is for businesses and financial institutions. Students and faculty will not inevitably come to appreciate the intrinsic value of our programs unless we make it a point to tell them.

With the help of self-assessment studies and an improved understanding of the needs and interests of our student constituency, we began to implement a number of outreach activities directed at students, colleagues, the administration and the community as a whole. Presentations on our proposed curricular revisions and new directions in foreign language teaching were made to professional conferences on the state level and to community organizations in local areas. In addition, an intensive lobbying effort was aimed at department chairs at the college. This last strategy was especially productive. Individual meetings with department chairs were informal exchanges designed to explain departmental objectives and solicit feedback. Chairs were requested to report back to their departments during their regular meetings. Later, a Modern Language departmental representative was

made available to attend these meetings or to answer questions. Taking the time to explain in this way made members of the college community feel as if they were part of the redesign process. I am personally convinced that this outreach effort of individual chairs helped to secure a faculty vote which was overwhelmingly in favor of the proposal to revise our curriculum when it was passed through the campus governance system in the spring of 1985.

Other public relation efforts included articles in the student newspaper and the alumni magazine as well as increased publicity of the varied activities of a revitalized Modern Language Club. In 1985 the club raised enough money through fundraising events to award modest cash stipends to language students planning to enroll in study abroad programs for the 1985-86 academic year. In 1986, students in the club used funds they earned to make a contribution to the Mexican Relief Fund in the wake of a devastating earthquake in Mexico City.

It is important to note that no program revision, however cleverly packaged and marketed to a college community, can or should gain approval if it is not well-conceived. We believe that our new program has enhanced academic integrity and will, at the same time, appeal to the pragmatic concerns of the student in the 1980s. The cornerstone of our new program is an intensive Fundamentals of Language and Culture course offered in French, German and Spanish, which stresses integrative or proficiency-based instruction and evaluation. It is a course which meets five days a week (1 contact period of fifty minutes) for two semesters.

In our view the aim of a proficiency or skill-based course is to prepare students to attain a clearly and specifically defined level of language competence and to measure their success in attaining that level by means of tests which have a high degree of content validity. In planning this course, we targeted the development of five skills in our goal statements but gave special attention to speaking

and writing. Therefore, at the end of the two-semester sequence, we intend to measure students' progress by administering proficiency tests in these two areas.

Fortunately the collaborative efforts of ACTFL, ETS and several government agencies have enabled the oral proficiency interview test to be used with a rating scale which was modified to reflect the realities of testing language students in high school and colleges. The oral proficiency testing procedure measures students' speaking ability with a high degree of reliability. It is, moreover, based on standards which are uniformly applied and nationally recognized.

Another skill which has received increased attention nationwide in recent years is writing. We subscribe to the belief that writing well and thinking well go together. Frequent writing assignments, which stress a process not product orientation, not only produce more proficient writers but at the same time develop higher cognitive skills such as the ability to organize, analyze, synthesize, etc. For this reason students in this two semester course and throughout the foreign language curriculum write frequently and have ample opportunity to revise and improve their work. In the Fundamentals course all students write 6-7 compositions per term and take chapter examinations that include written portions equivalent to 30% of the whole. One half of the final exam is devoted to writing several themes.

Although there is no proficiency exit requirement at the conclusion of the second semester of the Fundamentals course, an overall objective for speaking ability is the achievement of a minimum proficiency level of Intermediate Mid on the ACTFL scale. Students are not required to take the oral proficiency interview test, but are strongly encouraged to do so because upper-level language courses are only open to students who have achieved a rating of Intermediate Mid on this test. In this way we hope to use the test as an incentive to continue language

study at more advanced levels and to underscore the necessity of working diligently toward achieving a well-defined level of communicative competence in the first and critical year of language study. At this point, approximately 3/4 of our language students have indicated their intention to take the oral proficiency test at the conclusion of the term.

Providing students with proficiency-based instruction necessitates specialized pedagogical techniques. These strategies should aim to simulate real-life situations and to develop linguistic accuracy without sacrificing creative use of the language. In the proficiency-oriented classroom, perhaps 20-30% of classtime is devoted to paired or small group activities which promote interactive communication. Nurturing proficiency skills does not have to mean lessening the importance of grammar and drill sessions or sacrificing a concurrent study of culture. The importance of these components is heightened and reinforced for students when they have regular opportunities to attempt meaningful exchanges in the target language.

The benefits we have observed even at this point are numerous and noteworthy. First, there is a renaissance of interest in language study campus-wide. The nagging problem of attrition between semesters has completely disappeared in all three languages. In fact, there were waiting lists for enrollment in the French and Spanish sections of the Fundamentals course fall semester and in French sections spring semester.

Students are requesting additional foreign language related activities outside the classroom such as field trips, foreign films etc. Most importantly, students in the fall semester course registered a high degree of satisfaction with the course on written evaluations given in early December. They generally felt good about the course content and instruction and expressed confidence in their ability to master

the material. These positive feelings are being translated into a dramatic increase in study abroad applications over previous years. In addition, growing numbers of students are making the commitment to pursue language study for its humanistic benefits or as a vital ancillary skill developed by completing a minor in foreign language.

The newly created foreign language minor was designed to build upon the foundation of the Fundamentals course and to provide a cluster of focused language courses attractive to both liberal arts and business or technical majors. The minor we have created has two critical objectives. The first is a pragmatic one which seeks to serve the increasing demand in industry and the professions for people competent in more than one linguistic and cultural setting. It is imperative for students to achieve more sophisticated levels of speaking proficiency in order to be able to function credibly on the job. That is, students must be able to go beyond an exchange of simple amenities or cocktail party conversation. They must be able to handle confidently informal conversations about their lives, families, current events and to conduct routine, uncomplicated professional duties in the language. To underscore the necessity of achieving a limited professional competence in the language, all minors must take the oral proficiency interview test and receive a rating of Advanced on the ACTFL scale.

The second and equally important objective involves the humane values which characterize liberal learning. It is to develop a critical perspective on the movement of ideas and on the forces which shape cultural identity throughout history. To achieve these objectives, the minor requires a minimum of 12 credits in the following courses:

I. 211 Oral Expression (Fr, Ge, Sp) 3 Credits

This course emphasizes expanded functional proficiency with particular attention to the speaking and listening skills. Students study selected

contemporary texts organized according to a number of cultural themes. In addition, the syllabus allows for progression through essential language functions presented in a variety of culturally authentic contexts.

II. 212 Textual Analysis and Composition (Fr, Ge, Sp) 3 Credits

This course is presented as a writing workshop stressing the development of higher cognitive skills as well as the skills needed for good expository writing. Students are actively involved in the editing and revising of their work. There is concurrent study of advanced grammatical structures and selected prose and poetry masterpieces.

III. 311 Making of Modern Society (Fr, Ge, Sp) 3 Credits

Instead of the chronological progression of the traditional civilization course, students analyze important contemporary cultural phenomena which are organized thematically (centralization, industrialization, class structure, education, etc.). By tracing the origins of current institutions, values, and attitudes, students will gain a perspective on the historical and cultural forces which shaped the nation.

Students have a choice of either 312 or 323:

IV. 312 Languages for the Professions - 3 Credits

A. Commercial French

This course provides practical training in French business practices and a knowledge of the essential vocabulary and style specific to business communication. Of equal importance is acquiring an understanding of the structure and basic workings of French business and industry within the context of the society as a whole.

B. Spanish for the Health Professions

This course offers practical and authentic Spanish relevant to the medical and social services. It also presents cultural attitudes, behaviors and beliefs regarding health care issues that may influence the service to the Hispanic client.

V. 323 Introduction to Literature (Fr, Ge, Sp) 3 Credits

This course is designed to introduce selected readings representative of different literary genres and epochs. Enhancement of students' critical thinking abilities through numerous writing assignments is an important goal in this course.

The minor includes optional participation in a foreign internship experience for credit. As a result of an agreement concluded with Indiana University of Pennsylvania's Coordinator of Foreign Language Study and Internship Abroad, Dr. Victor Drescher, selected, highly competitive students of French and Spanish from Elizabethtown may complete an internship relating to their major field of study. The coordinator has a well-established network of contacts in France and Spain. Placements are made with a wide variety of organizations in both the public and private sectors such as airlines, banks, news agencies, government offices, private schools, etc.

Finally, because of the proficiency exit requirement and the availability of foreign internship placements, students who minor in foreign language are strongly urged to combine their coursework with a study abroad experience. Elizabethtown is part of a six college consortium which supports the Brethren Colleges Abroad Program. Students have the option of choosing a semester or full year abroad. Given the rigorous demands of certain technical majors, however, even a semester abroad is often out of the question. In cases like this, we urge students to consider intensive summer courses in France, Spain or Germany.

Finally, advising students about which options to exercise within the framework of a discipline, a department or an institution is a sensitive and critical task. Students often hear conflicting reports on the feasibility of certain career choices depending on where they go to get advice.

Our advisees in 1985 are looking ahead to career paths in the 21st century at a time when the world is increasingly interdependent economically and politically. Unfortunately, the emergence of a global economy has not been accompanied by a reduction of mistrust, intolerance or conflict among nations. It is obvious that man has made unparelled advances in developing new technologies without being able to master himself. Since these truths are unlikely to change, who, then, has the best chance of succeeding in the next century? We believe it is necessary to form graduates who have learned facts and developed technical expertise without sacrificing a comparable insight into values. That is to say, graduates who combine a professional preparation with a solid grounding in language, culture and the liberal arts.

In conclusion, properly advising and guiding our students means first improving communication and better articulating the fears and concerns we as faculty harbor within and across disciplines. Insuring that fruitful exchanges continue on a regular basis among faculty in different areas can be an arduous task. At Elizabethtown, the alliances that were formed in a time of urgency have blossomed into relationships that have endured and even extended beyond the confines of the International Studies Committee. The benefits of these collaborative efforts have helped to breathe new life and confidence into a department which was, like the Grand Duchy of Fenwick, on the road to extinction. With each daring roar, the mouse has grown in size and stature. As of this writing, the department has a small but committed group of majors and is attracting students to the minor from pre-professional and liberal arts majors in impressive numbers.

Notes

1. Currently only B.A. students are required to take two semesters of foreign language. Language is, nonetheless, an important component of some technical and pre-professional concentrations. Similarly, Elizabethtown now has an International Studies minor which includes two upper-level language courses and has a proficiency exit requirement of Intermediate High on the ACTFL scale.
2. Dr. Wayne Selcher, Chair of the Political Science Department and Director of International Studies. An internationally recognized expert on Brazil, Dr. Selcher speaks Portuguese and Spanish fluently.
3. The team included Dr. Wayne Selcher; Dr. Jay Buffenmeyer, Chair of Business Department; Dr. William Puffenberger, Professor of Religion and Philosophy; Mrs. Susan Terrio, Instructor of French, Modern Language Department.
4. To stimulate interest in the presentation and encourage greater attendance, we had two student assistants send formal handwritten invitations to all department chairs and administrators. We announced that the department was entirely revising its curriculum in light of exciting new trends in the profession.

INTERNATIONALIZING THE BUSINESS CURRICULUM: THE POINT
OF VIEW OF A SMALL LIBERAL ARTS COLLEGE AND UNIVERSITY

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for Business & the Liberal Arts
presenting a new approach to the study of International Business

Internationalizing the Business Curriculum:
The Point of View of a Small Liberal Arts College and University

Dr. Richard G. Knapp and Dr. Sandra C. Obergfell

As increasing numbers of undergraduates turn their serious attention to the Study of International Business with a view to Graduate School and an MBA in International Business, it behooves small foreign language departments to scrutinize closely the potentials for integration of language and culture components into the International Business Curriculum. We must produce, above all, undergraduates with practical foreign language competence, a broad knowledge of cultural perspectives, and flexible and innovative critical and creative thinking skills. This paper is presented from the point of view of the foreign language department at a small liberal arts college or university with limited resources and demonstrates our role in preparing students for Graduate School or for the international work arena.

When approached by the Business Department of Mars Hill College four years ago to contribute to its new International Business Area of Concentration, various departments immediately began making their contributions from courses already "on the books." The Business Administration section, for example, offered International Marketing which focuses on an analysis of cultural, legal,

and economic factors affecting the marketing of products and services in world markets. The Economics Section contributed its International Trade course, which examines the principles of inter-regional trade, foreign exchange, balance of payments, tariff policy, and world economic interdependence. This section also contributed a course on Comparative Economic Systems, a comparative economic analysis of capitalism, socialism, communism, and facism. Finally, the Political Science Department offered International Relations and World Politics, in which students analyze policies among nations, such as imperialism, balance of power, international morality, and sovereignty, along with problems of peace, disarmament, international organization, world government, and diplomacy. Offered as a valuable elective, although not an official part of the International Business Program, was a Great Decisions course, from the Political Science Department, featuring guest speakers with expertise in international politics in a forum of open discussion of contemporary world issues of critical importance. All of Mars Hill's International Business students must now major in Business Administration, and UNC-A's, in General Management.

When asked for a foreign language component for this International Business Area of Concentration, the Modern Foreign Language Department of Mars Hill College found itself in a fortuitous position to capitalize on several

resources which had been accumulating over the previous five years. These resources included first and foremost a carefully-formulated competence-based foreign language curriculum based on six areas of foreign language competence. The emphasis in this program was on learning outcomes determined by separate competence demonstrations or examinations for each area. Foreign language majors were expected to be able to converse with a person of native or near-native fluency, to be able to read and understand newspapers, magazines, and literary works written in the foreign language, and to be able to write an essay on a contemporary topic or a literary analysis in the foreign language. In addition, students were to understand the sound system and the structure of the foreign language, to be familiar with representative literary works of major periods, and to be able to analyze the society, economy, government, art forms, and history of the people speaking that language.

In order to help the students to begin reaching these practical goals from the very beginning, Mars Hill's Modern Foreign Language Department had already instituted three basic skills courses (12 cr. hrs.), and a fourth culture course in the language (3 cr. hrs.), which focused on contemporary culture and cultural values, with an attempt to integrate the historic culture of France or Spain or Latin America or Germany with the international role of

these regions today. As an added bonus, this particular portion of the foreign language track was already geared to the attainment of practical communications competence and to the development of critical and creative thinking skills in its capacity as the alternate track to the communications competence component (English, mathematics, and logic) of the General Studies curriculum required of all undergraduates. Therefore, International Business students were asked to demonstrate foreign language competence through the completion of these four courses in the foreign language sequence.

The program at the University of North Carolina at Asheville is quite similar, in that students studying International Business do so as a concentration under the existing major in General Management. The key to UNC-A's International Business track is, first and foremost, attention to the cultural aspects of International Business. In the view of the Business Department, the cultural aspects come first and are the key to the cultural environment of International Business. The Business Department requested of its students first, 18 hours of foreign language courses already existing. They require of their students a knowledge of the customs and values of the foreign country, its religion, philosophy, laws, politics, technology, education, and social organization. This knowledge is attained in the existing civilization courses. The Business

Department considers the business courses to be secondary to the language and culture studies. In addition, the UNC-A Business Department requires an International Marketing course (3 hours) of which one-half deals with cultural aspects of International Business and one-half treats the more technical aspects of taxes, negotiations, international monetary problems, etc. The UNC-A Business Department also has the ability to write a custom General Management Track in the Department itself; an International Business student would be required to take 24 hours in the International area, 18 of which must be the foreign language courses, 6 of which should be culture based. The student has 15 hours of electives, 3 of which are International Marketing, and other hours at choice. Other electives may include: International Economics, Comparative Economic Systems, International Marketing, Introduction to Global Politics, The Politics of the Third World, Contemporary Political Ideologies, Middle Eastern Political Systems, European Politics and Society, History of World Politics, and International Law.

At Mars Hill College, students also have to take a Business French, Spanish, or German course which gives an overview of business practices in the target language with emphasis on vocabulary and form. At UNC-A, the Business French course will begin next fall and will be tailored to the needs of the Business Department, i.e. the

Cultural "why's and how's" of doing business with the French, along with concrete details of form and function. We have found in both the Mars Hill and UNC-A courses that there are many worthy and unworthy texts of varying difficulty on the market. However, the Fontenilles-Heimerdinger La Vie des Affaires des Français is a practical, realistic choice for our students who are at a modest linguistic level. It remains a real concern for us that four courses in Basic Skills are insufficient for the Business Course level and we are working on the idea of encouraging the students to have an intensive language experience before experiencing the Business Course.

Other additional and invaluable resources have been included in the program on internationalizing the business curriculum from the point of view of enriched linguistic expertise or experience. Both schools have an assistant program with bilingual exchange students. The Mars Hill Studies Abroad Program, offering six to seven credit hours for a total immersion experience of six to eight weeks during the summer, began in 1981 with students studying at the Institut de Touraine and continued this past summer at the Université de Trois-Rivières, Trois-Rivières, Canada. At UNC-A, students travel annually to Quebec for a 2 week non-credit cultural awareness program, and this summer a group spent 5 weeks of immersion in Mexico City for 3 credit hours. Further programs are in the planning stages for

France and Peru this summer. These programs are fiscally self-sustaining. In these programs, students combine a formal study of the language with a study of culture in the target country.

Added to the Departments' final resource list were the welcome gifts of a satellite dish and complete video recording facilities for the existing language laboratory and three word processors for Humanities at Mars Hill. An entirely new laboratory has been purchased at UNC-A to accompany the existing video recording facilities at the Learning Resources Center. There is also a word processor for the Foreign Language Department. Obtaining these resources means that students can now view the evening news live from Montreal or Mexico City, along with film reviews, book reviews, topical programs of general cultural interest, business updates, and even feature-length films. The videotaping facilities provide much-needed flexibility of programming and ease in the scheduling of course work. Viewing varied programming in the foreign language contributes to aural comprehension at a level which the traditional language laboratory alone cannot attain. Cultural understanding is also greatly enhanced through the use of videotaped materials available free of charge from, for example, the Services Culturels, which have offered stimulating, interesting and well-done programs on current economic and political plans and policies. In addition,

the International Business student views and studies other vital aspects of language, such as nonverbal communication on television by viewing talk-shows. To gain such perspectives in the language classroom during the regular academic year creates opportunities and awarenesses of these cultural dimensions hitherto available only "on location."

During the past year, members of the Foreign Language Departments and some of the International Business students have begun attending meetings of the local chapter of the North Carolina World Trade Association interested in fostering increased awareness of international business opportunities in and for the Western North Carolina region. There are some 1200 foreign firms in North Carolina. We find that organizations such as these are highly interested in having students and faculty alike attend these meetings. We are currently formulating plans to add an Internship Program, whereby students can earn both foreign language and international business credit together with crucial practical experience in the field. Perhaps conferences such as these will help to facilitate progress in the area of internships, so needed by students.

We have approached our task by taking as our point of departure the philosophical stance that graduate programs in the U.S. and abroad cry out for students who are prepared, above all, with practical knowledge of language and culture

and with specific, concrete skills in linguistic competence. By focusing on highly pragmatic goals for our language component, we hope to produce well-prepared language speakers, students with down-to-earth, realistic cultural perspectives, and flexible, adaptable critical and creative thinking skills. We are contributing in a concrete and meaningful way to the internationalization of the business curriculum with only minor adjustments to our regular program and teaching loads, and we continue to remain well within the scope of our limited departmental resources.

UNDERLYING OPERATIONAL PREMISES

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We have just heard two presentations arguing in favor of the study of languages and cultures for business and professional purposes. The perceptions upon which these attitudes are based--this understanding of the appropriate responses of our society to the changing world--these ideas are finding an increasingly large audience in this country. The results of Christine Uber Grosse's timely survey of US colleges and universities, published in last autumn's Modern Language Journal, document the growth of this new kind of language education. Courses and programs in applied languages exist at 62% of the 450 institutions which responded to the questionnaire. In raw numbers, that is almost 300 institutions. In magnitude, this area of curricular innovation qualifies as a major new direction in foreign language education in the United States.

Viewed in historical terms, I think people will see the late 20th century as a watershed in education in this country. Before this time, teaching was the only career normally associated with studying a foreign language at colleges and universities in the USA. Graduates at the B.A. and M.A. levels were trained to teach the language in some high school or perhaps in a community college, while those with a Ph.D. expected to teach language, literature or linguistics at a college or university and to conduct scholarly research. But now, the career options available to language students are multiplying. From this point of

view, applied language studies represent a broadening of foreign language education. The combination of language and cultural studies with all sorts of other disciplines will contribute to the general internationalization of our entire educational system, which in turn is both a part of and a vital force towards the internationalization of our collective consciousness in the United States.

In my opinion, what we are doing here is part a national adjustment to the birth of a new global civilization, the interdependent world community which Alvin Toffler calls "the third wave." Toffler defines history in terms of successive waves of change. The Agricultural Revolution, which dramatically altered the life-style and habits of the early hunter-gatherers, constitutes the First Wave. This initial great advance in our control over our environment evolved slowly, taking thousands of years to spread all over the planet and to become the organizational principle for most of human life. The Second Wave drew masses of people away from the farms and villages and into the cities, where their everyday lives were organized and controlled according to the norms of factory-oriented civilization, which are: centralization, synchronization, standardization, and specialization. This second major historical development, which we call the Industrial Revolution, has taken only about 300 years to dominate the existence of most of the world's human population.

A third great transformation in people's existence on earth, largely unnoticed by the masses, has been underway for over two decades now. Equal in impact to the previous ones but overtaking human lives at a greatly accelerated rate, this Third Wave of changes will take only twenty or thirty more years to gain ascendance over the lives of the vast majority of the world's population. This new civilization will be based on diversified and renewable energy sources, greatly improved and varied methods of production, reliance on computers and world communications systems, ecologically-oriented businesses, conservation, a larger degree of local autonomy, and simpler yet more effective and more democratic governments. No one will be unaffected by this planetary revolution. Whether we realize it or not, we are all witnesses to, and participants in, the birth of a great new global civilization, an historic advance in human development which offers exciting opportunities to improve the quality of all life on earth.

Realizing that the transition from industrial society to the new civilization will not be free of problems, Toffler describes as a super-struggle the clash between the past and the new future in which he believes we are now engaged on a global scale:

A new civilization is emerging in our lives, and blind men everywhere are trying to suppress it. This new civilization brings with it new family styles; changed ways of working, loving, and living; a new economy; new

political conflicts; and beyond all this an altered consciousness as well. Pieces of this new civilization exist today. Millions are already attuning their lives to the rhythms of tomorrow. Others, terrified of the future, are engaged in a desperate, futile flight into the past and are trying to restore the dying world that gave them birth. (The Third Wave, p. 9)

The increasing celebration of ethnic diversity in our society as a whole, one of John Naisbitt's megatrends, is one element in this wave of changes. The internationalization of our educational system, of which interdisciplinary language programs are a vanguard movement, is another. These two developments are, I believe, important pieces of the Third Wave civilization of which Toffler writes.

Changes of this magnitude, however, threaten the establishment, they represent a menace in the eyes of those with a vested interest in the status quo. The decision to create non-traditional language programs carries with it the potential for dividing foreign language educators into two warring camps: on the one hand are those who accept the legitimacy of this broadening of foreign language education, and on the other are those who fight against it.

I would like to take some time now to present some thoughts on the differences in the premises under which these two groups operate. On the one hand are the attitudes and beliefs taken for granted by traditional foreign language educators, by members of our profession as a whole who for various reasons oppose applied language studies. On

the other hand are the assumptions under which I believe we are operating in creating these new courses and programs.

The language teaching profession in the United States has focused on scholarly research about literature and linguistics. It should come as no surprise, then, that the profession is dominated by people who expect to spend most of their time and energy investigating and writing in areas of linguistic and literary theory. Since any author is the product of a point in time and a specific culture, and since the development of languages evolved over hundreds and even thousands of years, these two pursuits often require a study of history, anthropology and sociology, to say nothing of art, music, dance and other related humanistic activities. The philosophical nature of the insights gained from the study of literature and linguistics lends these disciplines great prestige and makes a natural fit for these areas of specialization within academia.

Language courses and programs with an orientation toward practical training, on the other hand, are often considered to be vocational education. The theoretical aspects of these new areas of specialization are not easily recognized by all people and they have not yet been clearly identified by those of us already involved in the field. Many members of our profession, therefore, look down at language courses and programs which focus on the needs of businesses and other professions. They view applied

language studies as a serious dilution of the traditional curriculum. In their eyes, such programs are devoid of the kind of philosophical orientation and historical perspective required of any serious discipline. These new applied courses and programs, such people conclude, have no legitimate place in academia.

Furthermore, many traditional language teachers are afraid that the new business language courses will draw students away from their classes on literature and grammatical theory. For them, the new offerings present unwanted competition for a shrinking pool of students. The thought of having to teach such courses, for which they have no preparation whatsoever, is distasteful and intimidating to many language teachers. In the worst of cases, such people consider what we are doing as a threat to their own careers and to their professional security.

There are several assumptions here that I would like to call to your attention.

- The study of languages and cultures in order to specialize in literature and linguistics is a more valuable educational experience to the individual than their study for other purposes such as doing business abroad.
- The study of languages and cultures applied to business and other professions is really just vocational training and is not therefore basically humanistic in nature.
- The creation of new business language courses will mean that fewer students will be specializing in literature and linguistics.

Now let's look for a moment at the point of view of the language teachers involved in business language education. Since this has been the direction that my professional career has taken since the fall of 1978, I am speaking for myself and, I believe, for many of my colleagues at EMU.

My first assumption is that language studies, whether for careers in teaching and traditional scholarship or for special purposes such as business, are by definition part of the humanities. Learning something about how foreign people think via the study of their language and examining a foreign culture are uniquely humanizing experiences, providing direct exposure to other perspectives on life and allowing the individual to gain insights into his or her own language and culture. Applying the study of languages and cultures to the needs of business does not necessarily rob it of its humanistic value. Applied language studies are entirely consistent with the liberal arts tradition. If traditional programs in language and literature are valued for reflecting the philosophical traditions of the humanities, then the newer programs must also be given equal consideration for the same reason.

However, the attack on applied languages as vocational training is not entirely without reason. It is possible to reduce business language studies to the memorization of set questions and answers related to business situations rather than developing in the learner an intellectual understanding

of grammatical structures. It is also possible to present customs related to business practices without expecting learners to view the foreign culture as an interwoven fabric consistent unto itself with its own historical development and traditions.

This kind of "quick and dirty" approach to business languages can give our activities a very bad reputation. In order to have real value in academia, applied language studies must present business practices, vocabulary and concepts within a broader context of culture and language. As business language teachers, we must continually emphasize the humanistic aspects of our specialization. Otherwise, our discipline will be superficial, our graduates will have too shallow an understanding of the world and of themselves to be effective participants in the global community. Otherwise, a specialization in business languages will provide an inferior educational experience for our students.

Finally, a word about competition for students. I do not view applied languages as being in competition for students with the traditional programs in literature and linguistics. The student population that applied language programs draw from is one untapped by language teachers until now; namely, students interested in business who happen also to have an interest in languages. Broadening the foreign language curriculum to accommodate the needs of such students attracts a whole new kind of person to our

classes, a kind of student who otherwise would not have continued language studies beyond the minimum required in high school or college. These are not the same students who want to major in literature and linguistics. Reductions in the numbers of such students reflect the regular cycles such studies have experienced in the past, which are in turn a response to the level of need in society for specialists in these areas.

As I see them, our main assumptions are:

- The educational system must be responsive to the needs of society (one of which is for citizens highly trained in foreign languages and business)
- Applied languages are consistent with the humanities and the liberal arts tradition.
- Our efforts represent a necessary broadening of language training in the United States which has traditionally been too narrowly focused.

My main conclusion is that such courses and programs must be considered as legitimate and desirable in academia, and as vital to our effectiveness in the world in the future.

16ACTIVITY: Presentation entitled "Underlying Operational Premises" to be made at the 1986 EMU Conference on Languages for Business and the Professions on April 10, 1986.

SCOPE: National

CRITERION: SCHOLARLY ACTIVITY

I have made the commitment to present a 15-minute paper at this conference in order to fill out a session that had a last minute cancellation. The session's title is "The Rationale for Foreign Languages for Business Purposes."

My contribution will attempt to uncover and comment on the unspoken premises of traditional language teachers, of applied language educators, and of traditional American business people. For example, there is a bias in academia in favor of traditional scholarly research and publication in literature and linguistics, and a corresponding generally negative attitude on the part of many language teachers toward research, presentations and publications on business languages. Language courses and programs with an orientation toward practical training are often considered as vocational education, which many professors claim has no legitimate place in academia.

On the other hand, people now involved in applied language instruction operate on the premise that their activities are consistent with the humanities and the liberal arts tradition, that their efforts represent a necessary broadening of language training in the United States (which has traditionally been too narrowly focused and theoretical), that the educational system must be responsive to the needs of society (one of which is for citizens highly trained in foreign languages and business), and that therefore such courses and programs must be considered as legitimate, desirable and vital in academia.

My presentation, which might carry the title "Innovations in the Focus of Foreign Language Education: A Broadening of Humanistic Horizons or an Intrusion of Vocationalism in Academia?," will contain provocative statements such as those listed below, setting up the open discussions.

- Applied language studies are merely vocational education and therefore have no place in academia.
- Language and cultural studies for business are consistent with humanistic traditions and must be considered part of the liberal arts.

- English is the language of international business and Americans need not learn foreign tongues in order to survive and flourish.
- American business people typically lack an appreciation for the liberal arts; it is the job of humanists to try to humanize the business world.

My presentation will explore briefly these and other related issues, in the hopes of stimulating thought and response from the audience.

An idea of the place this presentation will play in the conference can be perceived from the Tentative Conference Program which accompanies this application (Document #).

A LANGUAGE PROFICIENCY TESTING MODEL FOR BUSINESS
NEEDS

Ann Biersteker

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Proficiency testing based on an oral interview is rapidly becoming an integral part of language programs in this country. This is a very positive step which has already had a significant impact on the quality and effectiveness of language teaching in American colleges and universities. The significance of this type of testing for business language programs has been discussed by a number of authors who suggest that the rankings provided by the oral proficiency interview could be used:

1. For placement in business language programs.
2. For rating of candidate performance.
3. For program exit exams.
4. For screening applicants for internships.¹
5. For determination if applicants meet admission requirements.²
6. For course evaluation.³

Certainly such rankings could also be used by employers:

1. To determine if applicants meet minimal job standards.
2. For selection for training
3. For placement
4. For selection for overseas postings.

¹ The above are suggested by Stanford Dugan in "The ACTFL/ETS Oral Proficiency Interview: A Speaking Test for Multilevel Language Programs," in Proceedings EMU Conference on Foreign Languages for Business, (Eastern Michigan University, April 5-7, 1984), p. 116, 123. ED 254057

² This is suggested by John J. Staczek, "A Case for the Foreign Language in the Master's in Business Administration and Master's in International Business," Proceedings of the 1983 Eastern Michigan University Conference on Foreign Languages for Business, (April 7-9) 1983), p. 107. ED 239493

³ This use is suggested by Henry Garrity, "Adapting the ACTFL/ETS Oral Proficiency Interview to a Business French Course Through Television," Proceedings of the 1984 Eastern Michigan University Conference on Foreign Languages for Business, (Eastern Michigan University, April 5-7, 1984), p. 1025-1035. ED 254057

Wing and Mayewski also suggest that the rankings which result from oral proficiency evaluation could become part of student transcripts and/or resumes.⁴

We contend that by analyzing ACTFL style interviews⁵ in a different way profiles can be provided and that these profiles will be of greater use to both business language programs and prospective employers than are the ACTFL rankings alone.⁶ Using the type of analysis which we have devised one is able to compile from the interview a profile of a language learner adequate not only to predict communicative competence in actual situations, but also to diagnose areas where the training of this learner should concentrate. Such diagnoses have two further advantages:

1. The diagnoses define skills in ways which make sense in business terms.

⁴ Barbara H. Wing and Sandi F. Mayewski, Oral Proficiency Testing in College-Level Foreign Language Programs. (Hastings-on-Hudson, New York: ACTFL Materials Center, 1984), p.13.

⁵ A description is found in:

Barbara H. Wing and Sandi F. Mayewski, Oral Proficiency Testing in College-Level Foreign Language Programs. (Hastings-on-Hudson, New York: ACTFL Materials Center, 1984).

⁶ The model under discussion was developed by the authors. Preliminary versions of the model are discussed in:

1. Patrick R. Bennett and Ann Biersteker, "On Categorizing Courses: Reconciling Language Characteristics and Performance Expectations", paper presented at the Conference on Guidelines for the Preparation of Teaching Materials for the African Languages; East Lansing, Michigan, April, 1984. Forthcoming in the conference proceedings.
2. Patrick R. Bennett and Ann Biersteker, "Alternative Performance Guidelines for Swahili," paper presented at the Swahili Workshop, Yale University, March, 1985.

2. The diagnoses specify training needs concretely such that task oriented training can be matched to clearly defined learner needs.

An understanding of the model of communication which is the basis for the resulting profiles illuminates specifically why these profiles are useful for business language purposes. Our method of analysis of the proficiency interview looks at the interview from a different perspective than does the ACTFL model or the model used by the CIA. In the ACTFL model the skills considered are speaking, listening, reading and writing. The CIA model distinguishes six areas: Pronunciation, Fluency/Integrative, Sociolinguistic/Culture, Grammar, Vocabulary, and Tasks. The simple and traditional categories of the ACTFL model have an obvious appeal for explaining concepts of proficiency to a broad audience, but a more detailed type of analysis such as the functional breakdown of the CIA model or that provided by our model is more useful. For a discussion of the advantages of such a breakdown, see Higgs and Clifford.⁷

In looking at the revised (1985/86) ACTFL guidelines from a business language perspective the first and most obvious problem is with the selection of 'skills' for which generic and language specific guidelines are being written. The first aspect of the problem with the skills selected for description is that cultural skills are omitted from the 1985/86 revised guidelines. Even the earlier ACTFL cultural descriptors were weak and required major revision. Cultural skills presumably are essential to most communication in most languages.⁸ Numerous authors have discussed the sig-

⁷ Theodore V. Higgs and Ray Clifford, "The Push Toward Communication," in Curriculum, Competence, and the Foreign Language Teacher, ed. Theodore V. Higgs, (Skokie: National Textbook in conjunction with ACTFL, 1982), p. 57-79.

nificance of cultural skills to business communication.⁹

For our profiling model we have sub-divided the cultural area and consider three cultural skill areas. These are:

1. Socio/Cultural
2. Lexical/Traditional
3. Emotive/Pragmatic

In the socio-cultural area we consider what we term communicative 'scenes'. The term 'scene' here refers to a culture-specific unit of interaction involving patterned, often formalized, activity and associated verbal behavior. Typical 'scenes' include greeting exchanges, different types of introductions, common transactions of various types, and participation in formalized cultural activities ranging from playing games to behaving appropriately at professional and social functions.

⁹ This point as a criticism of the ACTFL guidelines is also made by Savignon who states:

For anyone who understands communication as the interpretation, expression, and negotiation of meaning within a given context or situation, this identification of four "skills" detached from culture is perplexing, to say the least. Moreover, it runs counter to all the efforts that in recent years have gone into making culture ... an integral part of second-language programs."

Sandra J. Savignon, "Evaluation of Communicative Competence: The ACTFL Provisional Proficiency Guidelines," The Modern Language Journal, 69, ii (1985), p. 132.

⁹ See for example:

1. Philip R. Harris and Robert T. Moran, Managing Cultural Differences, (Houston, Texas: Gulf Publishing, 1979).
2. G. M. Baliga and J. C. Baker. "Multinational Corporate Policies for Expatriate Managers: Selection, Training and Evaluation," Advanced Management Journal, 50, iv (1985), p. 31-38

For example, typical American English, 'scenes' include introductions, license applications, job interviews, "lunching", and card games. The 'scene' should not be confused with the role-play, 'situation' of proficiency testing, which involves the person tested in an artificial imitation of a naturally occurring scene.¹⁰

The relevance of this skill area to business language performance is made clear by Hijirida and Iwamura who discuss the Japanese scene of exchanging business cards,¹¹ the difficulties Japanese visitors find with the Social/Cultural "scene" of eating in an American restaurant,¹² and the need for students to role-play and practice:

communication in settings such as a travel agency or a hotel and in contexts such as conducting an employment interview or helping a client choose a tour.¹³

3. Mark Mendenhall and Gary Oddou, "The Dimensions of Expatriate Acculturation," Academy of Management Review, 10, i (1985), p. 39-47.

4. John Doohen. "U. S. Business and Foreign Languages: A Survey," Proceedings of the 1983 Eastern Michigan University Conference on Foreign Languages for Business, (April 7-9) 1983), p.46-57. ED 239493

Doohen points out that 85% of those surveyed responded that knowledge of social customs is of value (p. 50).

5. Mary Hess, "The Perspective of Honeywell" in "A Corporate-Academic Partnership: Honeywell and the College of St. Thomas," by Mary Hess and Paul A. Schons, Proceedings of the 1984 Eastern Michigan University Conference on Foreign Languages for Business and the Professions, (April 5-7) 1984), p. 367- GET END PAGE HERE ED 254057)

Executives surveyed emphasized the need for cultural skills.

6. Perhaps the most dramatic example of the importance of cultural skills is the case of the American oil company which sent expatriates to an island in the Pacific. These expatriates hired local

Its relevance is also implied by Rodriguez who states that those working in international business need to be aware of "business protocol and procedures."¹⁴ It was also implied by those surveyed by Hess who indicated that they have experienced difficulty in negotiations.¹⁵ Similarly of those surveyed by Contreras and Horwitz, twenty five percent indicated "negotiations" are "situations for which interpreters are needed" and twenty percent indicated "social conversations" are "situations" requiring interpreters.¹⁶

In the lexical/traditional area we consider range of cultural vocabulary, use of idiom and access to the literary and historical allusions of the target language. This area includes the set of facts, beliefs, and stories that "everyone knows" which color our speech and make our jokes unintelligible to outsiders. For example, a person doing business in particular country needs to know not only technical terms and commonly used acronyms

personnel without awareness of cultural restrictions on giving instructions. This particular society prohibits younger people from instructing older people, but the foremen hired were younger than the workmen they supervised. The result of this "misunderstanding" was that all the foremen were found with their throats cut. (Source: "Mad dogs and Expatriates," The Economist, March 3, 1984; p. 69.

¹⁰ See, for example, Wing who describes the use of role-play situations in proficiency testing. (Barbara Wing, "Oral Proficiency in Russian". ED 242 193)

¹¹ Kyoko Hijirida and Susan Grohs Iwamura, "Languages for Travel Industry Managers: Focus on Japanese," Foreign Language Annals, 19, 1 (1986), p. 21-22.

¹² Kyoko Hijirida and Susan Grohs Iwamura, "Languages for Travel Industry Managers: Focus on Japanese," Foreign Language Annals, 19, 1 (1986), p. 20-21.

¹³ Kyoko Hijirida and Susan Grohs Iwamura, "Languages for Travel Industry Managers: Focus on Japanese," Foreign Language Annals, 19, 1 (1986), p. 23.

in his/her field, but also the names and stories associated with leaders in the relevant field and legends of business success and failure. Whatever one's field it is also often important to recognize and use symbols of status.

Numerous authors have discussed the importance of background information on politics and economics and business orientation for personnel overseas.¹⁷ The ability to recognize major figures, institutions, and policies is essential. Certainly also critical is the ability to recognize jokes, metaphors, similes, and folklore based on allusions to this type of information.

In our third cultural area, the emotive/pragmatic, we consider control of the force of communication, following Searle and Tannen, et al.¹⁸ The function of language is not only to communicate facts and abstract concepts.

See also: Clyde Haberman, "Aid to Innocents Abroad," New York Times, Business Section, 30 March, 1986; p. 16. (Review of Diana Rowland, Japanese Business Etiquette: A Practical Guide to Success with the Japanese).

¹⁴ L. Venecia Rodriguez, "Increasing International Business Opportunities through Improved Cross-Cultural Training," Proceedings of the 1983 Eastern Michigan University Conference on Foreign Languages for Business, (April 7-9) 1983), p. 31. ED 239493

¹⁵ Mary Hess, "The Perspective of Honeywell" in "A Corporate-Academic Partnership: Honeywell and the College of St. Thomas," by Mary Hess and Paul A. Schons, Proceedings of the 1984 Eastern Michigan University Conference on Foreign Languages for Business and the Professions, (April 5-7) 1984), p. 367- GET END PAGE HERE ED 254057)

¹⁶ Gloria Contreras and Elaine Horwitz, "A survey of the Foreign Language Use of Selected Texas Business: Implications for Business and Education," Proceedings of the 1983 Eastern Michigan University Conference on Foreign Languages for Business, (April 7-9) 1983), p. 65. ED 239493

¹⁷ For example, see:

M. A. Conway, "Reducing Expatriate Failure Rates", Personnel Administra-

It also serves to express or hide feelings, to command, request, and persuade, to lie and to set moods. A speaker of a language must recognize and respond to anger, irony, pleading, sympathy, approbation and be able to criticize, offer praise, and indicate varying degrees of sincerity and commitment; courtesy and disdain; and show deference and establish status. Emotive/Pragmatic proficiency is measured by the extent to which one sends, receives and shares signals about the purpose of the communication.

Troyanovich indicates the relevance of this area to business communication when he discusses the importance of understanding "what constitutes a commitment and what form and intensity that commitment really assumes."¹⁹ Its relevance is also implicit in the comments of some of those surveyed by Inman who cited as problems, "different approaches to solving problems, getting cooperation, and achieving agreement".²⁰

The importance of Emotive/Pragmatic skills to business communication is also emphasized by Copeland who discusses cultural differences regarding openness and directness, the use of written and non-written agreements, the

tor, 29, (July, 1984), p. 37.

Harris and Moran provide a useful checklist, p. 365-369.

¹⁸ John Searle, Speech Acts: An Essay in the Philosophy of Language. (London: Cambridge University Press, 1969).

Deborah Tannen, That's Not What I Meant! (New York: William Morrow, 1986).

¹⁹ Jack Troyanovich, "Foreign Language Skills are Survival Skills in Today's Business," Proceedings of the 1983 Eastern Michigan University Conference on Foreign Languages for Business, (April 7-9) 1983), p. 9-10. ED 239493

²⁰ Marianne Inman, "Language and Cross-Cultural Training in American Multinational Corporations," The Modern Language Journal, 69, iii (1985), p. 250.

use of silence, and the provision and non-provision of detail.²¹

In the earlier ACTFL model and in many training models amorphous "cultural skills" are presented as distinct from language skills. In our model cultural behavior is integrally linked to specific aspects of language behavior. The need for models of this type in designing the curricula of business language programs is suggested by Hijirida and Iwamura who say:

Traditionally, curricula have reflected culture, business, and the foreign language itself as separate domains. It has become apparent that this is not a very functional approach - particularly for Travel Industry Management majors. Rather, elements of culture must be integrated into the Japanese language curriculum and instructional materials must be developed which will help students develop communication in the environment of business, specifically the travel industry.²²

The other skill areas distinguished by our model are the aural/oral, and reading/writing. In the oral/aural area we examine fluency and control in operating the phonology, morphology, syntax and semantics of the language.

A second problem with the ACTFL set of skills is that although a conversational interview is the basis for the evaluation, the rating is of speaking and listening skills. In our profiling model we add an additional skill area - interaction.

A learner who can produce quite reasonable utterances and who can follow speech reasonably may still be inadequate in an interactive situation where quick and appropriate reactions are essential. This point is also made by

²¹ Lennie Copeland, "Making Costs Count in International Travel: Cross-Cultural Awareness Makes the Difference," Personnel Administrator, 29 (July, 1984), p. 50.

²² Kyoko Hijirida and Susan Grohs Iwamura, "Languages for Travel Industry Managers: Focus on Japanese," Foreign Language Annals, 19, 1 (1986), p. 20.

Porter (1983) who adds that, "[a]nother aspect of the interactive nature of natural language use is that the language produced is modified by the producer in accordance with what he or she perceives the expectations of the addressee to be".²³ Appropriate turn-taking and interrupting behavior, topic switching and linking strategies, eye contact, and appropriate adjustment of rate of speech, volume and pacing²⁴ are all essential to effective interactive communication but are not required for either input or output.

In addition to considering interaction, we also, of course, consider production and reception. Our model recognizes that "speaking" and "listening" involve the intersection of two types of skills: control in operating oral/aural aspects of language and production and reception skills. We thus define five communication media and four modes. [See: Figure 1 - Communication Media] The modes are:

1. Output

Composition, or encoding of language and other behavior. In aural/oral terms we refer to speech production; in the reading/writing medium, to writing; in the lexical/traditional area to reference to tradition; in the emotive/pragmatic to ability to encode metames-
es²⁵ in the social/ cultural to ability to behave appropriately in

²³ Don Porter, "Assessing Communicative Proficiency: the Search for Validity," in Keith Johnson and Don Porter (eds.) Perspectives in Communicative Language Teaching. London: Academic, 1983, p. 192.

²⁴ These are discussed by Deborah Tannen in That's Not What I Meant! (New York: William Morrow, 1986).

²⁵ Tannen defines "metamessages" by saying that while "messages" convey information, "metamessages" communicate, "attitudes toward each other, the occasion, and what we are saying."

Deborah Tannen, That's Not What I Meant! (New York: William Morrow, 1986), p. 29.

Aural / Oral

Social / Cultural

Emotive / Pragmatic

Lexical / Traditional

Reading / Writing

various "scenes".

2. Input

Reception, perception, decoding or understanding. In the aural/oral medium, we refer to listening, in the reading/writing medium to reading; in the emotive/pragmatic, to decoding "metamessages"; in the lexical/ traditional, to comprehension of reference to tradition; in the social/cultural, to understanding behavior in scenes of various types.

It will not surprise any language learner or teacher that we have recognized in our model that the input and output modes require very different strategies, and that in a profile levels in the two modes differ considerably.

3. Interactive

This is the mode of conversation, or participation in the culture. At first it may seem redundant to recognize this mode which is so heavily dependent on the mix of receptive and productive skills. Yet the interactive mode involves a set of strategies all its own.

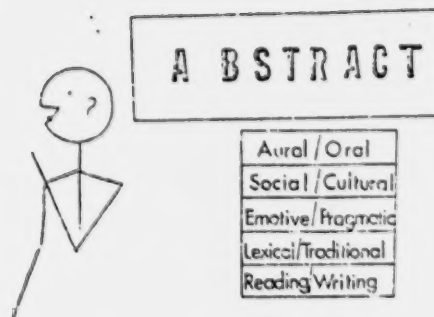
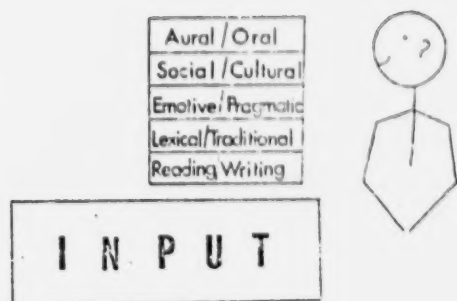
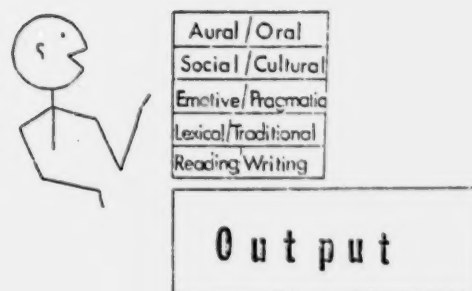
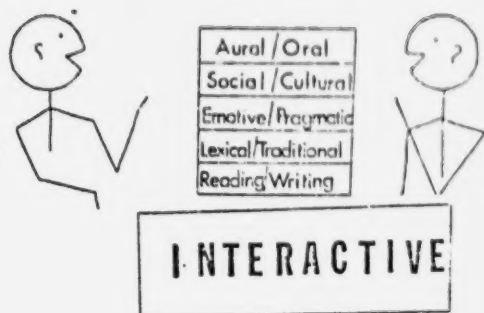
4. Abstract

Conscious awareness of the rules and structure of communicative behavior, the ability to cite meanings, contexts, and to explain usages. The abstract mode differs from the other modes in that it does not involve actual communication. We include it because awareness of language, whether formal or informal, descriptive or prescriptive, correct or incorrect, is involved in guiding a person's communica-

tive behavior, and is especially important for the linguist or language teacher. [See: Figure 2 - Communication Modes]

In addition to defining five communication media (aural/oral, lexical/traditional, emotive/pragmatic, and reading/writing) and four communication skill modes (input, output, interaction and abstract²⁶), our model looks at three levels of units. [See: Figure 3 - Unit Levels]. These are word, sentence, and discourse in the aural/oral, reading and writing media. In the lexical/traditional medium the first unit level is that of non-literal terms and technical terms, symbols, nicknames and caricatures. The second unit level is that of idioms, proverbs, puns, fixed metaphors and similes. The third unit level is that of allusions to traditions and history. The three levels in the social/cultural medium are survival scenes, maintenance scenes, and professional scenes. Survival scenes include greeting formalities, polite expressions, asking for meanings of words etc. Maintenance level scenes are those such as obtaining food and shelter, asking directions, obtaining assistance etc. Professional level scenes are those which involve participation in the culture, involvement in ceremonies etc. In the emotive/pragmatic medium the first unit level consists of explicit performative formulae (such as "thanks" or "right on!"); and explicit markings of illocutionary acts ("certainly", "really?", "o.k.") At the next level are indirect acts (as in 'could you come here?', a request for motion rather than information) and utterances which involve sarcasm or irony. The upper level is that of rhetoric or argument, where categories such as narrative, description, exhortation and explanation are to be mastered. Mark-

²⁶ The abstract mode is not discussed in full here because it is useful primarily to linguists and language teachers, and is not very important for evaluating functional proficiency. It is in any case very adequately tested using conventional discrete-point formats.



W	o	r	d					
S	e	n	t	e	n	c	e	
D	i	s	c	o	u	r	s	e

ers at this level involve complex patterns of clause structure, lexical choice, intonation, register, voice quality, and the like.

In evaluating the interview, rankings from 0 - 3 are provided. Each profile thus provides a 0-3 rating in each of 60 categories. Evaluators, of course, do not rank in 60 categories. Rather profiles are generated through use of a programmed profiling guide. The evaluator answers a series of questions.

Rather than defining skills vaguely as "listening", "speaking", "reading", "writing", and "cultural" the profiles generated by our model define skills in concrete terms which make sense in a business environment. These specific definitions could be used in defining minimum skill requirements, specifying objectives for training programs, and used in surveys to determine which skills are given priority by firms surveyed.²⁷

²⁷ Inman's use of vague ACIFL style descriptions of skills may be one reason why she has gotten little useful information on skill requirements. (Marianne Inman, "Language and Cross-Cultural Training in American Multinational Corporations," The Modern Language Journal, 69, iii (1985) p. 247 - 255). An earlier version of this article is found in:

Proceedings of the 1984 Eastern Michigan University Conference on Foreign Languages for Business, (Eastern Michigan University, April 5-7, 1984). ED 254057

See also Marianne Inman, "Foreign Languages and the US Multinational Corporation," Modern Language Journal, 64 (1980), p. 64-74.

This same problem may also be reflected in the data produced by Ranwez and Schmidt's survey where the skills which firms were asked to rank are: "conversation", "translation", "technical", "composition", "cultural-intercultural", and "interpretation", p 41. (Alain D. Ranwez and Donald Schmidt, "Foreign Languages and International Businesses in Colorado: A Report and Assessment", Proceedings of the 1984 Eastern Michigan University Conference on Foreign Languages for Business and the Professions, (April 5-7) 1984), p. 41. ED 254057)

The problem of defining skills vaguely as "listening" and "speaking" may also have affected the results of Uber's study, p. 61, 62. (David Uber, "The Use of Foreign Languages in International Banking: A Survey of 30

Training needs are concretely defined by the profiles generated by this model.²⁸ When matched with the specific requirements of a person's assignment it is easy to design task oriented training in which language and cultural training are integrated. For example, family members without level 1 social/cultural skills would clearly benefit more from role-play practice of scenes such as using a phrase book to buy food and telling a taxi driver where they want to go then from lectures on "basic facts of geography etc." or discussions of simplistic models of cultural values.²⁹

Similarly those who will have supervisory responsibilities who lack high level emotive-pragmatic skill will benefit more from small group activities with target language speakers focussed on comparing ways of praising, thanking, criticizing, and congratulating than from considering "components of societal order."³⁰

Major Banks in Houston and Dallas," Proceedings of the 1984 Eastern Michigan University Conference on Foreign Languages for Business and the Professions, (April 5-7) 1984), p. 42- 64. ED 254057)

- ²⁸ The need for such clear definitions of training requirements has been discussed by a number of authors. For example, Inman argues that a company needs, "to analyze very clearly what its needs are and the competencies it wishes its employees to demonstrate" (Marianne Inman, "Language and Cross-Cultural Training in American Multinational Corporations," The Modern Language Journal, 69, iii (1985) p.253).

Similarly Hijirida and Iwamura state: "there is a necessity for a curriculum of foreign language courses that meets the specific needs of the international business student" (Kyoko Hijirida and Susan Grohs Iwamura, "Languages for Travel Industry Managers: Focus on Japanese," Foreign Language Annals, 19, i (1986), p. 23).

- ²⁹ These are the sorts of activities suggested for cultural training by Susan Rippert-Davila in "Cross-Cultural Training for Business: A Consultant's Primer," The Modern Language Journal, 69, iii (1985) p. 241.

- ³⁰ Another activity suggested by Rippert-Davila, p. 242.

The strength of our model is that it incorporates the strongest features of the ACTFL model, the oral interview, while replacing the weakest feature of the ACTFL model, its skill descriptors. The ACTFL model has a great deal of potential for business language instruction and employment placement and evaluation especially if it is combined with a method of profiling. It has this potential because the ACTFL interview is based on an interviewing technique which has been extremely well tested. For over 30 years the interviewing technique has been used and refined in government agencies including the FSI, Defense Language Institute, CIA, and Peace Corps. In recent years thousands of language teachers have been trained by ACTFL.

The interview has been found to be a powerful indicator of functional communication skills and its reliability has been tested and validated. The ratings have found to be reliable predictors of field functioning.

The second reason why the ACTFL model has potential is that it is being applied to a wide range of languages and currently has a great deal of support. ACTFL and the Center for Applied Linguistics in conjunction with professional organizations and with the support of the U. S. Department of Education, the Interagency Language Roundtable, the National Security Agency, the National Endowment for the Humanities are bringing together large numbers of language educators in workshops and training sessions.³¹ The purpose of these meetings is, of course, to promote the model and involve others in application, development and refinement of the model; but what is also happening is that teachers of a wide range of languages are being provided with opportunities to meet and discuss common problems and

³¹ Barbara H. Wing and Sandi F. Mayewski, Oral Proficiency Testing in College-Level Foreign Language Programs. (Hastings-on-Hudson, New York: ACTFL Materials Center, 1984).

search for solutions to these problems. A second benefit of these meetings is that they are focused on functional communication skills and a great deal of attention is being paid to issues in language pedagogy which had previously received little attention. Issues such as how can we best teach various communication skills, what priority should be given to which skills, in what order should we teach skills etc. are being given long overdue attention.

The ACTFL oral interview and the rankings generated from the interview have a great deal of potential value. Yet even for ranking purposes the ACTFL skill descriptors require revision. In the revised ACTFL skill descriptors, especially at the higher levels, there is great emphasis on being able to discuss "abstract topics", "hypothesize", "support opinions", to comprehend "symposia", "academic debates", "public policy statements".³² This is an improvement over the old descriptors where a significant skill was being able "to interpret for dignitaries".³³ The old descriptors emphasized skills needed for diplomatic service. The new descriptors emphasize skills needed by academics who attend international conferences. Alternative descriptors are clearly required for business purposes.

For business and professional considerations our model has more useful descriptors and the additional advantage of focussing on specific types of content (Social/Cultural, Emotive/Pragmatic and Lexical/Traditional). Ratings normally indicate a general level of competence with no indication of specialization. Our profiles delineate specific areas of strength and

³² American Council on the Teaching of Foreign Languages, Provisional Proficiency Guidelines, (Hastings-on-Hudson, New York: ACTFL, 1982).

³³ ACTFL, Proficiency Guidelines, 1986.

weakness.

For teachers and business personnel involved in international communication, it will be important to have both a rating, as a generalized index of communicative potential, and a profile, as presenting a pattern of strength and weaknesses.

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ACTFL PROFICIENCY GUIDELINES

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words "learned" and "acquired" are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

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Generic Descriptions-Speaking

Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice-High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
Intermediate	The Intermediate level is characterized by the speaker's ability to: —create with the language by combining and recombining learned elements, though primarily in a reactive mode; —initiate, minimally sustain, and close in a simple way basic communicative tasks; and —ask and answer questions.
Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Intermediate-Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate-High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Advanced	The Advanced level is characterized by the speaker's ability to: —converse in a clearly participatory fashion; —initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; —satisfy the requirements of school and work situations; and —narrate and describe with paragraph-length connected discourse.

Intermediate-Mid	Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.
Intermediate-High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.
Advanced-Plus	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.
Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.
Distinguished	Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions-Reading

These guidelines assume all reading texts to be authentic and legible.

Novice-Low	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
Novice-Mid	Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.
Novice-High	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Intermediate-Low	Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.
Intermediate-Mid	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
Intermediate—High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Advanced	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.
Advanced-Plus	Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.
Superior	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.
Distinguished	Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

Generic Descriptions—Writing

Novice-Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
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Novice-Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
Intermediate-Low	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
Intermediate-Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.
Intermediate-High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.
Advanced	Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.
Advanced-Plus	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
Superior	Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

PROCEEDINGS OF THE FIFTH ANNUAL
EASTERN MICHIGAN UNIVERSITY CONFERENCE
ON
LANGUAGES FOR BUSINESS AND THE PROFESSIONS

PART VI:
MISCELLANEOUS

INTERNSHIP AND FOREIGN LANGUAGE TRAINING: BLENDING
ACADEMIC STUDY AND EXTRA-ACADEMIC EXPERIENCE

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Internship and foreign language training: blending academic study and
extra-academic experience

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Two major topics in discussions on teaching languages for special purposes have been (1) learner motivation, and, (2) the intimate relationship between language and culture. When professional programs include internships, the significance of these two issues can be clearly demonstrated. In addition, the professional training is itself enhanced by the comparisons students make between the practice of the profession at home and abroad.

In this presentation, I will draw on cases of students who were completing Bachelor of Business Administration degrees with majors in Travel Industry Management. Since 1985 was the first year we established an exchange program with the Graduate School of Business in Lyon, I have only one example of a report written by a French student who came to Honolulu to complete an internship. I will use this limited set of cases to examine the impact of the foreign internship experience on the student's motivation to improve his or her skills in the foreign language, on his or her understanding of the relationship between language and culture, and on his or her view of comparative business practices.

Motivation to expand and perfect skill in the foreign language

Two cases which illustrate this point especially well are the students who "exchanged" positions for six weeks during the summer. One came from Lyon to work as a host in a restaurant in Honolulu; the other traveled from Honolulu to serve as a *stagiaire* at a ski resort in the French Alps.

The French student found varieties of English that he had not encountered before although he had spent time in New Orleans. At first he thought he was observing differences that could simply be attributed to socio-economic class. His observations and experience allowed him to develop a broader view of the complexities of the linguistic topology of Hawaii and, although I never heard him use what we call "pidgin", I know his comprehension of varieties of English expanded considerably during his stay. Since he is training for a career in international business, his broader ability to understand English should prove useful.

While we realize that few of our American students achieve the same mastery of French as their French counterparts do with respect to English, we can develop a sense of how to help our students by observing in which areas they feel particularly weak. The student who became a *stagiaire* was assigned to the *Réception* where she was expected to provide information and to give directions. Describing how to get from one place to another is a popular exercise in elementary language courses. I suspect it is used very little, if at all, in more advanced courses. If you think about how difficult it is to give directions even in your first language--especially if someone is unfamiliar with the territory being described--you begin to appreciate the problem of this student. Even after she mastered the linguistic material she needed to perform her job, she found that she had to understand cultural values as well. This brings me to my next topic.

Awareness of relationship between language and culture

Our student discovered that even when she had mastered the vocabulary and syntax she needed, she still had to learn the type and quantity of information that was expected. She observed that too little information confused people and too much detail irritated them. She felt that you could never give too much information to an American because Americans would know that you were just trying to help. French guests, on the other hand, felt that you were talking down to them if you were too specific. Whether or not our student drew an accurate conclusion is not important here. What matters is that she understood that mastery of linguistic form was insufficient; communicative function must also be learned. No doubt she made a number of similar adjustments which she did not notice or remember.

Another aspect of the relationship between language and culture was illustrated in the perception of the students as representative of all foreigners. Both the student who worked in France and one who worked for five months in a small hotel in southern Germany found that they were expected to deal with foreigners, even when these foreigners were neither American nor English-speaking. It seems that the attitude which prevailed was that you are either native or non-native and all non-natives have more in common with each other than they have with any native. Both students who worked in Europe found that non-natives generally do not receive special consideration. This was especially true in the case of the student who worked in Germany. The situation in the French Alps was different because the clientele was made up of large numbers of Europeans who came regularly through tour agency bookings. When arrangements are made ahead of arrival, special programs are developed.

How non-natives are handled, especially in a service industry such as tourism, is an special concern of students who understand more than one language and culture. It is the context of this concern that I will examine what students learn about business practices when they work outside their own culture.

Comparing Business Practices

An excellent example of a student's examination of the issue of how well equipped American hotels are to serve foreigners comes from a woman who did not work in an overseas internship but learned about the expectations of a specific set of foreigners through her job in Honolulu. Her observations resulted from the same kind of knowledge of foreign visitor expectations that she might have received from an internship outside the U.S. This student is Japanese-American, learned Japanese as a child and worked for a number of years for the Honolulu office of the Japan Tourist Bureau. Here she became acquainted with what hotel arrangements are expected by Japanese travellers, especially those on business trips. On a field trip with a group of students from the School of Travel Industry Management, she observed conditions at several major hotels on the U.S. mainland.

This student's report on her trip dealt with the differences between the expectations of Americans and Japanese when they travel on business. She made a number of recommendations suggesting how hotels could attract both groups. As a student of Travel Industry Management, she was able to

better understand what she had been taught in class about hotel marketing and management and, at the same time, she learned that some ideas that seem to be accepted universally may not suit all consumers. For example, American hotel companies are currently investing in special VIP floors or areas within hotels. These units, often called "clubs", are for people who are willing to pay a premium for certain amenities, such as continental breakfast, complimentary coffee, and cocktail hours. In addition, such units are useful for making business contacts. Also popular among recent improvements are in-house exercise facilities, and van service from airports. For various reasons relating to Japanese culture, these will not be used by Japanese businessmen--with one exception. The VIP units will be appreciated for the privacy they provide. Hotel management may not realize that Japanese businessmen enjoy these arrangements because the businessmen do not like to be seen alone and, therefore, are unlikely to participate in the social aspects of the VIP areas. This student's knowledge of Japanese language and culture helped her to foresee difficulties that the hotels she visited might have if they decide to include businessmen from Japan in their target markets. She is prepared to make concrete, rather simple suggestions, such as providing a courtesy car rather than a van.

The student in Germany compared a number of major features such as record-keeping, productivity, and motivation of employees. She was also concerned with the level of service that was provided and the sanitation standards that prevailed in the hotel kitchen. Had this student not gone to Germany, she might not have been able to analyze as clearly these elements in the operation of a hotel.

Conclusion

In addition to the specific points mentioned above, some general characteristics seem typical of students' experiences as reflected in their reports. All of the students seem to be able to adopt a "case study" approach more easily than students who write such reports based on jobs they held in the U.S. This "participant-observer" posture is extremely valuable in providing the student with one of the major benefits of the internship experience, the ability to analyze a business operation and to integrate this analysis with the academic background supplied by business classes.

Students appear to develop a sense that language and culture are not only intimately intertwined but also a sense that the whole language/culture complex assigns values on the basis of internal--not external--relationships. What will make a hotel attractive to Americans will not necessarily ensure its popularity among Frenchmen, Germans, or Japanese. Presumably, this understanding will stay with the student even if he or she does not continue to work in a location where the specific language is used. Such an awareness will not only assist the student in appreciating a broader range of cultural and linguistic experiences in his or her lifetime, but will also make the student a more sensitive and therefore more effective employee.

THE EFFECTIVE SUPERVISION OF INTERNSHIP EXPERIENCES
WITHIN MULTINATIONAL BUSINESS AND FOREIGN LANGUAGE
PROGRAMS

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The Effective Supervision of Internship Experiences in Multinational Business and Foreign Language Programs

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Introduction

Internship experiences are becoming an increasingly more critical component of academically sound multinational business and foreign language programs. Faculty in such programs are generally highly competent classroom teachers but lack the skills and training necessary for effective internship supervision. The purpose of this paper is to provide some practical guidelines by which multinational business and foreign language internships can be effectively supervised. The supervisory function will be placed in the context of an internship learning experience, and then proper procedures for conducting supervisory visits to the internship site and follow-up supervisory conferences with the intern will be explored.

The great majority of students involved in multinational business and foreign language program internships are utilizing and applying for the first time the business knowledge and the language skills which they have acquired in the classroom. Therefore, these students look to their faculty internship supervisor for encouragement, support, helpful instruction, correction of practice errors, and willingness to listen to and be involved in both their progress and their problems. They also tend to regard the faculty internship supervisor as the critical link between the certainty of the theory which they have learned in the classroom and the uncertainty of the applications of that theory which lie ahead.

The Nature of Supervising in Internship Settings

Supervision focuses upon the acquisition and utilization of knowledge, and the application of skills to actual practice. It is essentially a teaching activity, and the assumption is that the intern learns by doing and

by integrating his or her feelings, intellect and performance. The intern-faculty supervisor relationship is the fundamental catalyst in on-the-job learning situations. Positive learning takes place as a result of a positive relationship. A positive intern-faculty supervisor relationship seems to be best achieved when the intern participates actively in his or her own learning, and when the faculty supervisor has confidence in the intern's abilities, judgments, strengths, and personal and professional worth. A regard for the intern as both learner and person, combined with a trained and disciplined mind, enable the internship faculty supervisor to be a highly positive influence in the growth and development of the intern during the internship experience (Skidmore and Thackeray 1982).

Any internship program must provide the intern with the opportunity for learning in theoretical, practical, cognitive, and affective ways. The learning experiences during the internship must be related to the theory learned in the classroom both prior to and following the internship component of a curriculum. The internship experience must provide both challenge and an opportunity for the intern to test himself or herself in a new learning situation. The faculty supervisor must help students to establish realistic expectations and goals for the internship, and the faculty supervisor's active planning for and participation in supervisory visits to the internship site and follow-up supervisory conferences with the intern are critically important components in the effective supervision of individual internship experiences (Matson 1971).

Supervisory Visits to the Internship Site

The primary purpose of supervisory visits to the internship site by the internship faculty supervisor is to ensure a quality learning experience for the multinational business and foreign language program intern, or in other words, to verify and to document that the intern is indeed applying his or her

language skills, international cultural understanding, and knowledge of multinational business theory to actual industrial situations. Careful planning and study must by necessity precede the supervisor's visit to the internship site, or the intern might justifiably resent being evaluated by someone who does not seem to comprehend the nature and responsibilities of the internship and who seems merely to drift in and out of the internship location out of obligation, rather than out of a genuine interest in this component of the educational process.

In planning for an effective supervisory visit the internship faculty supervisor should learn as much about the nature and responsibilities of the internship as possible. Much of this information should be available in the supervisor's copy of the intern's "learning agreement" (See Raffield 1985), which outlines what goals the intern plans to accomplish during his or her internship, and exactly how these goals are to be achieved. The supervisor should also review records of any previous site visits and follow-up conferences so as to be aware of specific areas which need further observation and evaluation. The supervisor must have a clear self-understanding of the purpose of his or her site visit and must communicate this purpose to the intern. Prior to any supervisory visit, the supervisor needs to set up a time for a follow-up conference with the intern, and such conferences frequently occur at the internship site at the conclusion of the supervisory visit. The preparation of a monthly calendar of scheduled supervisory visits and conferences will enable the supervisor to budget his or her time more effectively and provide a mechanism through which the supervisor will know when and for how long he or she will be involved in the internship supervisory process.

Interns typically desire supervision that is well planned, constructive in nature, and democratically applied. Supervisory visits should examine all

the elements within the internship experience, and not merely the intern. They should be instructional and supportive in nature so as to reinforce the positive aspects of the internship as a type of non-classroom learning. Each intern should have specific guidelines and suggestions for improvement in performance as a result of the supervisory visit, and these guidelines and suggestions should be offered not only by the faculty supervisor, but by the site (on-the-job) supervisor as well. Of course, the site supervisor has the opportunity to make such recommendations on a daily basis, and not only during faculty supervisory visits and follow-up conferences to which he or she is invited. Interns should be encouraged to interact freely with both the faculty supervisor and the site supervisor in discussing internship-related problems and in offering suggestions to improve the quality of his or her internship experience.

The frequency and duration of faculty supervisory visits will generally be determined by both the purpose of the visit and the initiator of the visit. General supervisory visits will typically not last over one hour, while supervisory visits to monitor specific situations or to provide counseling on atypical matters will take more time. If the faculty supervisor initiates the visit, one visitation per month is generally adequate; whereas, if the visit is initiated by the intern, the visitations are made as frequently as such requests arise. Spears (1953) stated that a regular program of visitation is indicated for internship experiences, and that fear of supervision often results from the fact that visits are infrequent or improperly handled.

During any site visit, the faculty supervisor should be involved in observing, monitoring, evaluating, and recording the intern's progress in a variety of internship-related phenomena. Such phenomena would include oral and written fluency in the foreign language being utilized, proper grammatical usage in speaking and writing the foreign language in question, a

demonstration of understanding of the nature and responsibilities of the internship, progress toward meeting the objectives of the internship through the use of appropriate strategies and tactics as outlined in the "learning agreement" which was developed and approved prior to the actual internship experience, interaction and ease with peers and supervisors on the job, types of problems associated with internship responsibilities and how these problems are being handled, personal attitude toward the work experience and the specific duties assigned, and proper utilization of theories and operational procedures learned in business administration classes. Supervision of this last internship area is generally best accomplished through the faculty supervisor's close consultation with both the site supervisor and appropriate business administration faculty.

In preparation for the follow-up supervisory conference with the intern, the faculty supervisor should keep detailed notes as to the strengths and weaknesses of the intern and his or her performance on the job. These notes should be made in private and out of the view of the intern being supervised. As pointed out previously, the focus of such notes should be on the quality and educational value of the internship itself, and not on the intern specifically. These notes will be extremely helpful both to the faculty supervisor and to the intern during the follow-up conference, and particularly in cases where the post-visit conference does not immediately follow the supervisory site visit.

Follow-up Supervisory Conferences with the Intern

Kyte (1952) has stated that a follow-up conference between a faculty supervisor and an intern seeks the production of cooperative planning as its goal, and not the supervisor's imposition of a plan on the intern. A meaningful supervisory conference not only provides the intern with an analytical review of what has occurred at that point in the internship, but

also provides major support for the present and a well defined sense of purpose and direction for the future. The intern's ability to perform self-analysis and self-appraisal should be enhanced during any supervisory conference.

Kadushin (1976) has suggested that the faculty supervisor must help the intern to take some order and meaning from his or her on-the-job experience. The faculty supervisor can help the intern identify those principles that can provide him or her with an understanding of what he or she needs to do to improve the quality, both academically and professionally, of what he or she is experiencing during the internship. This critical task is accomplished through the faculty supervisor's asking questions, requesting clarification, freeing, supporting, stimulating, affirming, directing, challenging, and supplementing the intern's thinking. The faculty supervisor must call attention to intern errors in performance, missed opportunities, apparent misunderstandings, gaps, and inconsistencies; and he or she introduces new ideas, shares relevant knowledge and experience, and explains and illustrates similarities and differences between this situation and others, thus enlarging the intern's perspective. Finally, the faculty supervisor should pose relevant alternatives for the intern's consideration (p. 167).

Supervisory conferences are generally held following a faculty supervisor's visit to the internship site, when the intern requests an individual meeting with the faculty supervisor, and when the faculty supervisor desires to discuss a particular problem area with the intern. Just as was true with supervisory site visits, great care and planning must be a prerequisite to carrying on a successful supervisory conference. In preparing for a conference with the intern, the faculty supervisor should review all notes and records pertinent to the conference (particularly those related to the supervisory site visit), develop an agenda for the conference that will

effectively and efficiently address all relevant supervisory and internship-related issues, review and assemble additional professional materials that will be of assistance to the intern, arrange for a convenient and suitable time and location for the conference, remind all participants of the conference time and place, and plan to provide simple refreshments to add an air of informality and comfort to the meeting. Whenever possible, the internship site supervisor and any other relevant individual should be invited to the conference to solicit their remarks and suggestions.

Supervisory conferences, if at all possible, should occur as quickly after a supervisory site visit as possible so as to promote the best relevant interaction among all parties involved. Conferences should be scheduled for a time period which offers ample time for issues to be raised, discussed, and acted upon. The conference location should be a mutually agreed upon site, and often at the internship site to promote efficiency, timeliness, and intern comfort; and the location should insure privacy and ego protection for all participants.

During the conference, the faculty supervisor should strive to be pleasant, to listen carefully, to facilitate meaningful interaction among all participants, to share the responsibility of reviewing and analyzing the intern's progress to date, to offer helpful suggestions to the intern as to internship-related issues, to keep adequate records of plans and suggestions, to make certain that all relevant issues have been addressed and acted upon, and to summarize all findings, conclusions, and decisions in a written report which is made available to all parties involved. Hopefully these suggestions will help to make the supervisory conference more informative, constructive, pleasant, and empowering.

Conclusion

The purpose of this paper has been to provide helpful suggestions through which the internship faculty supervisor can efficiently and effectively help the student intern in multinational business and foreign language programs to derive the most academic and professional benefit from his or her internship experience. It is hoped that the suggestions included herein will help to simplify the arduous task of internship supervision which confronts faculty members involved in multinational business and foreign language education, both in the United States and throughout the world.

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EXPERIENTIAL UNITS OF STUDY IN FOREIGN LANGUAGE
THROUGH PARTNERSHIPS WITH BUSINESS

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EXPERIENTIAL UNITS OF STUDY IN FOREIGN LANGUAGE THROUGH
PARTNERSHIPS WITH BUSINESS

1

A recent article in BUSINESS AMERICA, discusses the effects of international trade on input and output employment. The article is based upon a U. S. Dept. of Commerce (Office of Business Analysis) study discussing, "Trade Ripples Across U. S. Industries". The report suggests that employment, "across the board", is feeling the importance of international trade, and details the respective gains by industry. The figures reflect the fact that more and more jobs are directly, and increasingly indirectly dependent upon trade (--"indirectly", meaning the so-described, "hidden" jobs feeling "ripple" effects of trade--or the job attached to a product/service which is integral to an exported product/service. News of some gains, despite the fact that they are not keeping up with the burgeoning trade deficit--higher than it has ever been at this writing and still growing, is still good news, none-the-less. Although the topic is not new, the statistics presented provide a fresh introduction to any discussions which might address educational preparation for the "professions".

2

The aforementioned report involves a familiar scenario which continues to have educational implications. Businesspeople and educators alike are behooved to seek more effective resources which will prepare future professionals to be productive and energetic in a competitive arena. There is no industry today--whether it be

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service industries, agriculture, transportation, utilities, chemicals etc., that will not be feeling the "ripples" now and in future years.

What resources might be utilized more effectively to "do it" better as regards the topic of preparation for "Languages and the Professions"--the subject of this Conference? This writer encourages the analysis of the routine operations of local business, industry, and service organizations for practical units of study for sequential development of competencies in the target language, to be accomplished through integrated partnerships with local business. The key words here are "analysis" and "sequential" and "integrated" as relates to program planning and implementation, rather than "associations or partnerships" without the adjectives preceding.

A review of the "canned" materials addressing the subject of (language) preparation for business indicates that most do attempt to address all or some of the following business situations through dialogues and exercises in the target language:

- looking for work, filling out an application
- renting an office
- insurance
- filing a lawsuit
- office jobs and equipment
- broad product classifications
- airport/travel/travel agency
- import/export scenes
- bank exchanges
- bank accounts/loans
- metric system
- commercial documents
- commercial correspondence

Although knowledge of foreign language as regards these situations can unquestionably be of value, many other elements are in need of further attention if the hope is to prepare students for the business environs described earlier.

The suggestions to follow are meant for utilization for students entering internships, but are especially emphasized for sequential foreign language and social studies program(s) development from early instructional levels, (kindergarten) through senior high school.

In specific terms, resources reviewed need to address the following more effectively:

- 1) Realistic portrayals of the progression of a business transaction between a U. S. and foreign customer, and vice-versa; use of visuals that are not oversimplified; dialogues that are examples of clear, and professional communication in a cross-cultural environment.
- 2) Clear focus on the environs, controllable and non-controllable, facing local business.
- 3) Understanding of "what it takes" to do business well overseas, along with acceptance of cross cultural buying influences.

EXAMPLE: The generation of a transaction between a U. S. and foreign supplier, is not typically a phone call to Mrs. Jones from Mr. López (in the Hotel Sheraton lobby) to discuss the purchase of spices, telecommunications equipment, fabric, or a plastic component part. Typically, "canned" dialogues are portrayed in such a way, with transactions being "quick" and few variables shown as affecting them. The visuals utilized (i.e., an invoice), are often totally unrepresentative of the details which are routinely part of such transactions.

Typically, the genesis of a business transaction might entail: (in very general terms):

letter inquiry---responses---several more letters for clarification--an offer, based upon a review of economic, cultural, technical factors, and legal considerations which may be involved---investigations---computations which may involve currency exchange, metric system conversions, ad. value duty rates, shipping/transportation decisions, and a good deal of patience. The genesis is an excellent resource for classroom use, and lends itself well to materials preparation.

- 4) Most concerning, recalling the BUSINESS AMERICA article mentioned earlier, is the fact that materials utilized often do not convey a raison d'etre. Rather than say, "where's the beef", one must ask, "where's the focus"? For what are we preparing the student? Obviously, the answer is, "job longevity"; or, to deal productively and effectively with the "ripples" talked about earlier, and more importantly, to create some of his/her own.

Perhaps, part of the problem with some of the texts reviewed, is they try to cover too many subject areas, and the result is that many are not covered adequately or realistically.

The following is offered as an experiential guideline for development of foreign language materials in cooperation with a local business example.

3

BEGIN WITH: THE LOCAL BUSINESS

SIT DOWN WITH THE INDIVIDUAL WHO IS MOST KNOWLEDGEABLE
OF THE ENVIRONS--DOMESTIC AND WORLDWIDE, WHICH THE FIRM MAY FACE

4

You may say, "who is going to give me that time"? That attitude is not really in tune with the reality facing businesses today. It is in business's best interest, to be of assistance. The fear of loss of market(s) on a broad scale; the fear of loss of job security, are great motivators.

Figures 1 and 2 are guidelines to facilitate analysis of the environs of a particular business and/or industry, in order to develop realistic and sequentially developed units of study for the purposes earlier described.

FIGURE 1

FIGURE 2

Business Environs Assessment

(Figure 1)

- | | |
|---|---|
| 1. GEOGRAPHY/
MAP SKILLS/
READING, LOCATING
AND INTERPRETATION
OF INFORMATION | 1. CUSTOMERS AND THEIR LOCATION:
Where and to whom does a
particular company sell in the <u>U. S.</u> ?
Where and to whom are they selling
overseas? How do products get transported?
What are important factors determining
sources of supply. |
| 2. COMMUNICATION
SKILLS | 2. ADVERTISING AND PROMOTIONS: communicating
clearly, defining, understanding others,
family living, foreign language
considerations. |
| 3. VALUES AS REGARDS
RESPONSIBILITY
& PRODUCTIVITY | 3. THE WORK ETHIC: fostering a good
attitude toward work, quality work,
cross cultural aspects of self-esteem
as relates to one's work. |
| 4. SCIENCE AND
TECHNOLOGY | 4. R & D, ENGINEERING DESIGN, STANDARDS
OF MEASUREMENT |
| 5. ANALYTICAL
THINKING | 5. MATH SKILLS: budgeting, computing costs,
making a quotation; GATHERING DATA,
PROCESSING INFORMATION. |
| 6. PROBLEM SOLVING | 6. How do businesses solve problems they
face when selling worldwide? What are
those problems? (i.e., transportation,
language, seasonal differences, currency
and governmental regulations, ALL OF THE
ABOVE.) |
| 7. HEALTH AND SAFETY | 7. ENVIRONMENTAL REGULATIONS, INDUSTRIAL
STANDARDS. |

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("Translating Economic and Political Realities Into Educational Goals")

Guideline for Experiential Unit for Business/Industry
(Figure 2)

1. Describe (product).
2. How is _____ similar to other _____? How is it different?
3. Describe all the possible situations (sectors) where _____ might be required.
4. Describe how _____ is manufactured. What factors contribute to high quality? to low quality?
5. Standards of measurement for _____ in U.S.A.? overseas?
6. What other factors will affect the manufacture of _____?
7. Who generally becomes involved in a shipment of _____ within the U.S.A.? How many parties may be involved in a shipment of _____ overseas?
8. How might one promote _____ in the U.S.A.? How and in what way will that change overseas?
9. What factors limit the sale of _____ in the U.S.A.? What factors affect the sale of _____ overseas?
10. How does one make an offer of sale (quotation) to a U.S. customer? an overseas customer?
11. How and why do companies decide to sell overseas? How and why do companies decide to sell or not to sell domestically?
12. How can one find out where _____ are being shipped globally?
13. What factors affect a decision to buy? sell? in the U.S.A.? overseas?
14. What is vital to the ongoing success of any business?

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Specific to business and foreign language training, the desired outgrowth is threefold: 1) to focus upon vocabulary and expressions in the target language which may be key to product, promotion, and many other variables, including but not limited to legal, banking, and finance practices; 2) to foster appreciation and understanding of the competencies and assessments which must be addressed when a firm decides to expand its activities beyond U. S. borders; 3) to recognize buying influences, including cross-cultural factors, affecting product or services. When all this (and more!) is done, the conversation between Mr. López and Mrs. Jones will come a good deal closer to the real world as regards language for business and the professions.

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Footnotes

- 1-2. Duncan, Jennifer, Ann Lawson, and Kan Young. "Exports Generate 'Hidden' Job Gains." BUSINESS AMERICA (March 3, 1986):6-10.
3. Utilize Figures 1 and 2 as a guide to selection.
4. Refer to Figures 1 and 2 as a focus guide to that meeting or meetings.

READING STRATEGIES FOR THE BUSINESS FOREIGN LANGUAGE
CLASS

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READING STRATEGIES FOR THE
BUSINESS FOREIGN LANGUAGE CLASS

When the first Business Foreign Language classes were introduced in this country, their principal focus was on writing skills, more particularly the format and style of official business correspondence. More recent textbooks stress speaking and listening skills, in keeping with the growing realization that while it may be possible to communicate with many of our trade partners in English, one has a considerable edge on one's competitors if one can communicate in the language of the client. Throughout this evolution, the reading skill has been largely neglected. The textbooks have reading passages, but little has been done to develop students' ability to read the specialized texts that the world of business produces.

This article explores several areas relating to the development of reading skills in the Business Foreign Language classroom:

- 1) the rationale for teaching reading skills to

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Business Foreign Language students;

- 2) current ideas in reading pedagogy;
- 3) application of those ideas to the Business Foreign Language classroom.

Why, then should we take the time to teach reading skills in the Business Foreign Language classroom? First of all, conversations with those involved in international business have convinced me that one of the most valuable skills our students can offer future employers is an understanding of the cultural context in which business transactions take place. Many of our students who will go on to work in international business may only rarely have the opportunity to go abroad. They can, however, be of great value to their employers if they have the skills to remain informed about current events--political, economic and cultural--in the country of their expertise. Therefore a major goal of my one-semester Business French course is to give students the skills necessary to read the major magazines and newspapers of the French press.

Furthermore, research in foreign language acquisition suggests that teaching the receptive skills--listening and reading--may actually serve to develop

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the productive skills. At the height of the audio-visual era in language teaching, it was believed that students should never be exposed to language more complex than that which they could produce. Krashen hypothesizes, however, that an important way to develop productive skills is through comprehensible input in the receptive mode, at a level one step above that at which students are currently able to produce. (6, p. 32) Thus the reading skill is not only valuable in itself, but may also serve to improve the writing skill.

Current theories of language learning also stress the use of authentic texts. As mentioned earlier, Business Foreign Language textbooks do indeed contain reading passages, but those passages tend to be written especially for American college students. (See, for example, Fontenilles, 3 and Cummins, 2.) Such texts have their place, but they are not enough by themselves. Some texts also include edited passages taken from newspapers and magazines of the countries where the target language is spoken (Oudot, 7), but even these lack the immediacy and liveliness that can be found by directing students to current issues of periodicals available in most college libraries.

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For the above reasons, one of the backbones of my Business French class has become the bi-weekly current events report. Every second Monday students hand in a photocopy of an article found in a recent magazine or newspaper in the library, relating to a topic recently covered in class; in addition they provide a one-page summary of the article, showing how it relates to the course. While this assignment provided a good starting point, it soon became evident that the students varied widely in their ability to read, undirected, such authentic material. The instructor's task became, then, to give them the tools to read more fluently and with greater comprehension.

Current research in the reading process tells us that reading is a complex activity involving the interaction of linguistic knowledge, cognitive skill, and general experience and knowledge of the world. (Phillips, 8, p. 285) This model proved particularly useful in explaining the varying abilities of students at my mid-sized state university. Since the only prerequisite to my Business French course is the completion of fourth-semester French, students in the course have widely

varying linguistic knowledge (from fifth-semester level to senior French majors having spent a year abroad); widely varying cognitive skill (from eighteen-year-old freshmen to seniors, and beyond to non-traditional students), and widely varying knowledge and experience, particularly of the business world (from those who have never studied business to senior marketing majors). The issue of cognitive skills is a complex one, better left to someone with more experience and knowledge in that area. I would like to address here the development of reading comprehension in the Business Foreign Language classroom through techniques designed to improve students' linguistic strategies for dealing with a text and the background knowledge they bring to their reading. These techniques fall into three categories: pre-reading activities, reading strategies, and post-reading activities.

Before students ever see a text, one can prepare them to comprehend it better by pre-reading activities. Our textbooks devote much space to teaching vocabulary, but reading comprehension involves not only knowing the meaning of words, but being willing to make educated hypotheses about the meaning of unfamiliar words. One

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technique which has met with some success in my classroom is to present students with a list of key words from the passage to be read. Some may be familiar and others unfamiliar. The students first work in small groups to see how many of the words they can already understand, and guess at the meaning of the unknown words through association with known words in French or English. The results are pooled and at that point most of the words become understandable. They then return to the small groups to work on grouping the words into constellations, using whatever associative techniques they wish. Finally, each student works individually to write a paragraph in which s/he attempts to predict what the article will be about. The result of this activity is that students spend less time in the dictionary while reading, and approach the text with some idea of what it may be about.

Pre-reading activities can also address the gaps in background knowledge which are so evident in the Business Foreign Language classroom. Those who are able to restrict enrollment to students with a basic knowledge of business have a distinct advantage here, but many of us do not have that luxury. Here our textbooks become

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important tools. While the reading passages in the textbooks are not sufficient in themselves to develop the reading skills of our students, they can provide important background material which will better allow students to comprehend the more authentic materials we wish them to read. Thus a textbook passage on the history of nationalizations in France was a useful prelude to reading an article on the current financial problems of Renault. Students with previous business coursework can be called upon to share their knowledge with other students, giving brief oral presentations in the target language on such basic business and economic concepts as the law of supply and demand, the marketing mix, or the difference between stocks and bonds.

Background knowledge, however, as it applies to reading comprehension, goes beyond mere possession of factual information. That factual information is organized in the reader's mind into structures that psycholinguists call schemata. Reading comprehension requires the ability to activate the appropriate schema into which to integrate the data from the reading passage. (Carrell, 1, pp. 332-333) Sometimes students fail to comprehend because they simply do not know

how to find the conceptual schema required. In a unit on Foreign Trade, students had difficulty understanding readings on the balance of trade, because they did not understand the effects of fluctuations in the exchange rate. Those students who have traveled abroad, however, have no trouble understanding the effect of the exchange rate on tourists. I therefore devised the following exercise to help them apply that understanding to realms of economic activity beyond their immediate experience.

(Figure 1)

Students work in pairs and usually arrive at the correct answer for most of the situations. This problem-solving approach is far more effective at helping students to internalize the concept than would be a straight presentation of the information, and the students were then prepared to read an article on the balance of trade with greater comprehension.

At other times students may believe they understand what they are reading, when in fact they are applying an inappropriate schema. When my students failed to comprehend readings about the economic plans of candidates from opposing political parties in France, I assumed that they lacked the basic concept of the difference

FIGURE 1

CONSEQUENCES DES VARIATIONS DE TAUX DE CHANGE

Pour chaque activité économique, deux conséquences sont données. Marquex M pour celle qui résulte quand la valeur du franc monte et D pour celle qui résulte d'une descente dans la valeur du franc.

EXPORTATIONS	Plus faciles (ou moins difficiles. . .) Les prix exprimés en monnaies étrangères baissent.	Difficiles. Les prix exprimés en monnaies étrangères montent.
IMPORTATIONS	Plus chères	Moins chères
TOURISTE FRANCAIS A L'ETRANGER	Son pouvoir d'achat diminue.	Son pouvoir d'achat augmente.
TOURISME DE L'ETRANGER EN FRANCE	Plus difficile. Les étrangers ont moins de Francs à dépenser pour une même quantité de leur monnaie nationale.	Plus favorable. Les étrangers ont plus de Francs à dépenser pour une même quantité de leur monnaie nationale.
INVESTISSEMENTS ETRANGERS EN FRANCE	Accélération. Avec un dollar, l'Américain a plus de Francs, donc les prises de participation paraissent moins chères.	Ralentissement. Pour un Dollar, il y a moins de possibilités d'investir.
INVESTISSEMENTS FRANCAIS A L'ETRANGER	Accélération. On a davantage de monnaie étrangère pour un Franc.	Ralentissement. Avec un Franc, on a moins de monnaie étrangère.
CONVERSION DE MONNAIES ETRANGERES EN FRANCS FRANCAIS	Il est préférable de convertir la monnaie étrangère en Francs (tout au moins si le Francs ne cesse de monter.	Il est préférable d'attendre, et de convertir en francs dès que le Franc cesse de baisser.
CONVERSION DE FRANCS FRANCAIS EN MONNAIES ETRANGERES	Il faut acheter des devises étrangères et les reconvertir en Francs après la fin de la baisse (mais c'est faire preuve d'un manque total de civisme).	Il faut vendre les devises étrangères et les racheter après la hausse du Franc.

FIGURE 1
CONSEQUENCES OF VARIATIONS IN EXCHANGE RATES

For each economic activity below (left-hand column), two opposite consequences are given. Decide which result will occur when the value of the franc is increasing (I) and which will occur when the value of the franc is decreasing (D).

EXPORTS	Easier (or less difficult...) Prices expressed in foreign currencies decline.	Difficult. Prices expressed in foreign currencies increase.
IMPORTS	More expensive.	Less expensive.
FRENCH TOURISTS ABROAD	Their purchasing power (or the length of their stay!) decreases.	Their purchasing power increases.
FOREIGN TOURISTS IN FRANCE	They have fewer francs to spend for the same amount of their own currency.	They have more francs to spend for the same amount of their own currency.
FOREIGN INVESTMENTS IN FRANCE	Acceleration. The American gets more francs for his dollar, so buying shares of French stock seems less expensive to him.	Slowing. The dollar does not buy as many shares.
FRENCH INVESTMENT ABROAD	Acceleration. The franc buys more foreign currency.	Slowing. The franc buys less foreign currency.
CONVERSION OF FOREIGN CURRENCY INTO FRANCS	It is better to convert now, assuming the franc will continue to rise.	It is better to wait, and to convert as soon as the franc stops dropping.
CONVERSION OF FRANCS INTO FOREIGN CURRENCY	One should buy foreign currency and reconvert to francs at the end of the slump (although to do so is highly unpatriotic!)	One should wait until the franc reaches its high point.

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between left and right in politics. We therefore took time to outline the differences between left and right, particularly with regard to economic issues. I found, however, that students were still misunderstanding what they read. The problem turned out to be that not only did some students lack a conceptual schema within which to place the information they were reading, but others who thought they understood the political spectrum were applying a schema which did not correspond to that used by the author of the article. In the United States the word liberal has come to be synonymous with "left-of-center" in politics, including a firm belief in the value of government intervention in the private sector. In France the word libéral has retained its eighteenth-century meaning of laissez-faire. Thus even the knowledgeable students were perplexed, because the French press applies the term libéral to public figures whose policies correspond to what we would consider a conservative ideology. In a subsequent semester I dealt with this problem by having students first activate their existing schema: I wrote the words liberal and conservative (in English) on the board and asked them to enumerate the policies and attitudes that they associated

with each. I then wrote the words liberal and conservateur on the board and showed them that those two words were not opposed to each other in the French mind in the same way that they are in the American mind, that in some instances they may in fact be synonymous, and that they would have to add other words to their vocabulary to account for the oppositions in French politics.

Having been prepared for their reading experience with pre-reading activities, students must also at times be guided in the actual reading process by carefully structured activity. Turning again to the research on reading pedagogy, we can distinguish four different types of reading activity: skimming, scanning, extensive and intensive reading. (Grellet, 5, p. 4) Students need to have experience in all four types of reading, but without guidance many of them, particularly at the early stages of second language acquisition, are likely to try to go directly to intensive reading, getting bogged down in the details of the text without having tried to get a picture of the whole. It is important for us to provide skimming and scanning activities that force them to read quickly and form hypotheses that will help them

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comprehend the details at the later stage of intensive reading. I shall not deal here with extensive reading, except to say that at the more advanced level, students can certainly be expected to use the library to research a specialized topic, reading extensively in a particular area.

In understanding the role played by skimming, scanning and intensive reading tasks in student comprehension, it is useful to consider two opposing reasons for lack of comprehension among second language readers. According to Carrell, good reading involves both "bottom-up" and "top-down" processing. By bottom-up she means careful decoding of the text at the word and sentence level, and by top-down she means activating background knowledge and conceptual schemata to help understand the text. (1, p. 333) Some students, especially those who are just beginning to read in the second language, engage in too much bottom-up processing, understandably so, since words and sentences have been the major focus of their language study in the first two years. Others, particularly those with previous study in the subject area concerned (in this case the business majors) tend to over-use top-down processing,

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relying too much on their own conceptual schemata, and ignoring the details of the text--grammatical and lexical clues such as connectors, tenses and anaphoric references. The pre-reading activities already described can contribute significantly to the development of top-down strategies, but so also can skimming and scanning activities. Some examples of these follow.

Before a text is actually read word by word, it can be scanned for information or vocabulary that will guide students in a subsequent intensive reading. Early in the semester I give students an article of basic economic interest and they have a limited amount of time --five or ten minutes--in which to find as many words as possible in the text that belong to the "language of business." The value of this exercise is two-fold. First, it forces them to scan the text at a much faster pace than they would do if they were sent home to read it. Second, it is a confidence-building experience, since they discover that they already know some of the language of business, some of the words being cognates and others--such as money, buy and sell--being words they learned in their first semester of language study. In a similar exercise at a later point in the course,

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I give them an article on changes in the buying habits of French consumers, and ask them to pick out all the vocabulary relating to increase and decrease. On the level of text organization, one can ask students to scan for words that show relationships among sentences or paragraphs, sorting them into those showing cause, those showing contrast, those showing similarity and so on. (Greenewald, 4, p. 108)

Skimming, like scanning, asks students to move quickly through an unfamiliar text, but instead of asking them for specifics, it asks them to get at the gist of the text. Skimming activities can include such tasks as identifying topic sentences of paragraphs, writing subtitles for paragraphs, and filling in "Who? What? When? Where? Why?" grids. (Phillips, 8, p. 290)

Better skimming skills might have helped a student of mine who handed in an article on a parliamentary debate in France over immigration. In her summary she wrote that the socialists were in favor of tighter controls on immigration while the conservatives advocated a policy of compassion towards immigrants. She had tried to skim, but in so doing had focused on the last three paragraphs of the article, in which the author was adding nuance to the basic positions of the two parties,

trying to show that neither was as extreme as one might think. In fact, of course, the basic positions were exactly the opposite of those stated in the summary.

A successful exercise that required both skimming and scanning consisted of giving groups of students brochures about different kinds of bank accounts. The groups then had a limited period of time in which to determine what kind of account was described, its advantages and limitations and who could best make use of it. In this case, the skimming-scanning approach was not intended as a prelude to more intensive reading, but as an end in itself, appropriate to the type of text being read.

When we move from skimming and scanning to the more detailed process of intensive reading of a passage, it is important to guide and verify student comprehension by asking questions that do more than ask them to parrot passages of the text. They should by this time be able to see relationships among various parts of the text and draw inferences from what is stated and apply them to situations beyond the immediate parameters of the text. The following example shows how one can ask questions that encourage all of these strategies.

When my students were given the following text as part of a take-home exam, they had just completed a unit on foreign trade, so most of the vocabulary was familiar to them. In an earlier unit they had read about the importance of government economic plans in determining the directions that business development would take. The appeal of this particular passage was in the things it implied but did not say; it allowed for genuine testing of comprehension rather than just the ability to find answers.

(Figure 2)

Figure 2

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La diversité des produits et le protectionnisme croissant de pays de plus en plus nombreux ont contraint les principaux groupes français à s'internationaliser. S'il est possible d'exporter un avion fabriqué en France, exporter des yoghourts tient de la gageure. BSN a ainsi un chiffre d'affaires export négligeable mais réalise, par ses filiales, 7,3 milliards de francs soit 26,7% de son chiffre d'affaires total. A contrario, Dassault exporte la plus grande part de sa production. Les filiales des groupes français implantées à l'étranger sont le complément indispensable de l'exportation dans la compétition mondiale. . .

Les pouvoirs publics français ont de tous temps, mené une politique de "stop and go" à l'égard des investissements français à l'étranger. Des auteurs du VI^e Plan qui préconisaient de hâter la consolidation des grands groupes et de favoriser la notion d'implantation commerciales et industrielles à l'étranger, à ceux du VII^e Plan qui vantaient les mérites de l'exportation, la voie est étroite pour les dirigeants d'entreprises.

(Le Nouvel Economiste, Spécial Exportations 85)

Figure 2

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(The diversity of products and the increasing protectionism practiced by more and more countries have forced many French companies to internationalize. While it is possible to export an airplane made in France, exporting yoghurt is a risky business. Thus BSN does a negligible export business, but through its subsidiaries had a total foreign sales of 7.3 billion francs or 26.7% of its total revenues. On the other hand, Dassault exports most of its production. Foreign subsidiaries of French companies are the indispensable complement to exportation in the competitive world market. . .

The French government has over the years been inconsistent in its attitude towards French investment abroad. From the authors of the sixth plan who tried to hasten the consolidation of large industrial groups and favored the notion of establishing commercial and industrial operations abroad, to those of the seventh plan who extol the virtues of exporting, the decision-makers in French businesses have to walk a narrow path.)

1. D'après le contexte, quelle est la différence entre s'internationaliser et exporter? (In this context, what is the difference between internationalizing and exporting?)

This question encourages students to deduce the meaning of an unknown word--internationalize--from the context in which it is used. A correct answer shows that they have understood the gist of the entire passage.

2. Pourquoi le protectionnisme oblige-t-il les entreprises à s'internationaliser? (Why does protectionism force companies to internationalize?)

This question treats the unit being tested--on international trade--as background knowledge and asks students to draw on that knowledge (What is protectionism?) to help in understanding the passage.

3. Dans ce contexte, quelle est la différence essentielle entre les avions et les yoghourts? (In this context, what is the significant difference between airplanes and yoghurt?)

This question asks them to draw on their own knowledge of the world--the fact that yoghurt is perishable--in order to grasp the significance of the particular example used in the article. Though the answer seems obvious, some students need to be reminded that their

own knowledge and experience are relevant to the reading process.

4. De quels plans s'agit-il dans le deuxième paragraphe? Pourquoi y a-t-il une telle différence entre les deux? Quel problème cette différence crée-t-elle pour les entreprises en France? (What are the plans mentioned in the second paragraph? Why is there such a difference between them? What problem does that create for businesses in France?)

This question asks them to apply knowledge acquired in a previous unit, again stressing the importance of background knowledge in the reading process.

5. Imaginez que vous travaillez pour une grande entreprise en France qui fabrique des gâteaux secs. Vous voudriez vendre vos gâteaux aux Etats-Unis. Quelles questions devez-vous vous poser avant de décider s'il faut exporter ou vous internationaliser? (You work for a large company in France specializing in cookies. You would like to sell your cookies in the United States. What questions will you ask before deciding whether to export or internationalize?)

This last question asks the students to move beyond the text and imagine how they would apply the

information it contains to a situation in the real world. One could move beyond this question to a simulation exercise in which one group in the class represents the cookie company, another the French government, and others the various American groups they would have to deal with to carry out their project.

In conclusion, I would like to emphasize that I believe we should spend time teaching Business Foreign Language students to read. We should ask them to read not merely to gain information to pass the course, but to gain skills that will allow them to continue to acquire new information when they leave the course. We can never prepare all our students adequately for the variety of working situations in which they may eventually find themselves, but by teaching them to be skillful readers, we can give them the tools to continue to teach themselves.

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CROSS-CULTURAL TRAINING FOR BUSINESS: CURRENT STATE OF
THE ART AND BIBLIOGRAPHY

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Whenever a presenter indicates a willingness to describe the "state of the art", it sounds a bit presumptuous. While I do not pretend to know all, nor even to know every study which has been conducted in cross-cultural training, it is my hope that you may benefit from the studies I do know about, and from my observations. Because I bring a business perspective plus a communication perspective to this paper, it is also my hope that I will stimulate your thoughts and ideas in a new and fresh way. It is my assumption that most of the audience members have experience or at least interest in cross-cultural training. The most positive result of this presentation would be to arouse more questions and more discussion concerning the area.

This paper then, is composed of two parts: an explanation of current research and future needs, plus a bibliography with an explanation of how the sources were located.

The great English philosopher, Alfred Whitehead, stated that research expands knowledge, establishes orderly theory and principles, and is essential to effective education and teaching. Additionally, he adds, research spreads understanding and contributes wisdom (Dymsza, 9). Clearly the field of intercultural or cross-cultural communication is relevant in today's business world. One has only to pick up any newspaper or news magazine to read about the USA losing ground in the world marketplace, or about how we need to be competitive on a global basis, to be reminded that there is a great need for our expertise. In a March 3, 1986 article, Peters sums it up well,

The truth is, our previous successes abroad were won because there were no alternatives, not because we had honed our international management skills. Will a surcharge on Japanese goods overcome this barrier? No, only one thing will: Listening (59).

But, how can our businesswomen and men listen if they do not have the appropriate cultural training? They won't know how to listen, what to listen to, nor how to respond in order to elicit the desired response. But, this audience is not the one which needs to be convinced as to the importance of cultural training; the business community is.

Past cross-cultural research has come from a diverse number of fields, including: sociology, anthropology, foreign language and even business. Yes, business has long studied the multinational corporation (MNC) but mostly as a curiosity. Now nearly every business is becoming multinational and must be concerned with more than monetary exchange. Increasingly, the international division of businesses is disappearing; the entire

company is international. More managers, at more levels, must become "globally oriented" in order to compete in the world market.

With the demand for internationalization as strong as it seems, there should be unlimited funding from governments and from corporations. Yet we all know differently. Hopefully this will change as others realize that the world market is not limited to the USA, Japan and Germany. These countries command a great deal of attention and are more likely to attract funding and to have research about them published. However, we are ignoring many other countries, languages and cultures and it is about these countries that we can provide training.

The first recommendation then, for research, is to look beyond the traditional countries for a world market. Latin America, for example, is a wide open market, as yet unstudied and untapped. There is great potential for research and for business opportunities in Latin America. But today's American managers are ill-prepared to develop business in Latin America. While a lack of knowledge about Latin America is one aspect of cross-cultural research, it implies that perhaps as researchers we are unwilling to try new and different fields. A frequently levelled criticism of research areas is this lack of adventurous effort. The area of international business is no exception and clearly we need to investigate a number of different areas. Dymsza suggests a need for: Challenging hypotheses, new data sources, plus interdisciplinary conceptual and empirical research in many aspects of international management (10).

As American business slowly becomes globalized in thought and action they need us to help. They need to learn about cultures, and to learn how to apply this knowledge to business planning (long and short term), to decision making, and strategy implementation. In short, as cross-cultural trainers and educators we need to learn to speak "business" just as much as business people need to learn to speak the languages we teach and to function with and within other cultures. Certainly I do not suggest becoming an expert in accounting or management, but I do suggest that we should use some of our own training methods on ourselves and accept the "culture" of business, and business schools.

One of the criticisms which appears repeatedly, is that a questionable methodology (the questionnaire) was used for much of business research in the international area. As a method the questionnaire is certainly efficient and economical. However the researcher may or may not have control upon the actual distribution, the completeness of answers, the conditions around the answers, and the questionnaire itself may very well have not only standard kinds of biases built in but also cultural factors. There is definitely a need for in-person interviews of key executives. In order to do this, we must learn to function within the culture of business.

The USA is becoming more service and information processing centered as opposed to being based upon manufacturing as in the past. Because service and even information processing are more behavioral, our services as "interpreters" of new and unfamiliar

cultures will be increasingly needed. Service and information processing rely heavily on human input. As a society we cannot rely upon what we have had to offer since World War II. We must join the modern world and have a realistic view of the capabilities of the US business community as it interacts with the world.

As researchers we can contribute towards some of the future needs such as the ways in which MNC's interrelate (production, marketing, finance, human resources, and so on). Additionally we not only can, but must help American businesses to understand strategies which work and those which do not work concerning the risks of: politics, operational planning, actual operation, evaluation systems, contingency planning, and response to crisis.

Training of employees who are in contact with other nationals and of employees who are assigned overseas is an area in which some progress has been made. However we need to develop frameworks for these people so they can respond appropriately. They need to know much more than how and when to say please and thank you. It is a start learn a language, for it is impossible to separate language and culture. But theory is needed so a manager can be equipped to make the appropriate decision based upon a deep understanding rather than memorization of etiquette. There are many gaps in understanding other cultures. Not knowing about these other cultures creates havoc for American business people; it is a havoc we as cross cultural educators and trainers could and should minimize.

In the second portion of this paper, I will explain how the larger bibliography was found. The previously mentioned havoc of American business people must be minimized by the cross-cultural educators like ourselves. While no sources should be ignored, I have presented those I have found to be most helpful. The obvious starting place is the card catalogue of the library plus the various indexes. The index of special help for this project was the Business Periodicals Index. Some of the more commonly used headings proved useless. The following did provide helpful sources:

1. culture
2. leadership
3. cross-cultural studies
4. intercultural
5. business-international aspects
6. international management
7. sociolinguistics

Enough description was provided in the index so one could judge if it would serve a specific purpose.

When I chose a particular aspect of Latin American culture I wished to investigate and thoroughly exhausted the above index and card catalogue, the next step was to contact the business librarian for a computer search. It pays (literally) to study ahead of time, as some computer accessed networks offer a discount after 6 p.m. Additionally it pays to study the headings provided by the computer network and with the help of the librarian, plan the strategy. The first heading we used was

Mexico or Hispanic or Latin or Central or South America. 2,348 documents were found. We narrowed the category as we went along, specifying information desired by the use of the headings provided until we arrived at 20 or so and then asked for a print-out. It was provided immediately and I paid for approximately six minutes of "on-line" time. It was certainly worth the minimal fee.

Finally, I would urge the researcher to investigate doctoral dissertations, governmental and private documents and even to browse through certain journals. Journals of special interest to the cross-cultural researcher include:

1. Journal of Cross Cultural Psychology
2. Management International Review
3. International Studies of Management and Organization
(translation-articles by non-US authors)
4. Journal of International Business Studies
5. European Journal of Social Psychology
6. International Journal of Intercultural Relations
7. International and Intercultural Communication Annual

These seven journals have provided especially helpful insight into intercultural issues and business issues. They have clearly illustrated the commonality of these two areas.

Hopefully this two-part paper has stimulated thought, perhaps inspired further investigation into the myriad of areas which are so important to American and worldwide business success. In it I have attempted to explain how strongly we need further research and in which areas it is most needed. Secondly I have presented briefly how I went about accumulating the

bibliography which follows. And finally I repeat the words of Alfred Whitehead, as a call to you to: pursue research which will expand knowledge, establish orderly theory and principles, spread understanding and contribute to wisdom in order to improve the human condition (Dymsza, 9).

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TEACHING POPULAR CULTURE WITH A COMPUTER-ASSISTED
INSTRUCTION (CAI) PROGRAM

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Because foreign language education rapidly changes to meet the needs of international communication, it is important that we reevaluate the ways in which popular culture is taught in the classroom. In the last years, much has been done to provide teachers and textbooks with culturally authentic material. The methodology, however, lags behind (Kramsch, p. 437).

In the past "formal culture" was sometimes included with the reading and interpreting of literature but "popular culture" was rarely incorporated into the foreign language curriculum. In recent years as language is redefined as an integral part of culture, not only have teachers had to obtain more than a mastery of the language, but they have also had to develop an understanding of the values and traditions of the persons who speak that language.

"Popular culture" signifies the behavioral patterns or lifestyles of a people. As Cornfield describes it "the culture of a people is the total way of life shared by everyone in the same speech community. It determines the individual's behavior and language. It consists of a person's actions, reactions, gestures, manners of greeting; it influences what people eat and how they live; it shapes their attitudes and beliefs; and it sets a limit as to what someone can properly do or say" (Cornfield, p. 124).

The foreign language student must experience popular culture to fully comprehend the essential framework in which language functions. Students are many times "exposed" or "acquainted with another culture only passively, on a tourist level so to speak, while retaining their American perspective. Yet as long as we provide our students only with the facts of history or geography, economics or sociology, as long as we provide them only with a knowledge of the sophisticated structures of society, such as law and medicine, or examples and appreciative comments on artistic creations, such as poems, castles, or oil paintings, we have not yet provided them with an intimate view of where life's action is, where the individual and the social order come together, where self meets life" (Brooks, p. 212).

Understanding popular culture is one of the most important but least understood skills that an individual can acquire in the different phases of language acquisition. Considering the definition of culture as a set of values and structure, the foreign language teacher is confronted with the need for more information about the teaching of culture.

Culture is defined as an entire set of values, presuppositions and structures that organize a society and that are expressed in the details of everyday life.

but culture is not the same as sociology, or literature or civilization, geography, history, folklore, or sociology. Culture never loses sight of the individual as it focuses upon the many social circumstances into which he must fit, upon the pattern of accommodation and the personal conform. What is important in culture is what one is expected to think, believe, say, do, eat, wear, pay, endure, resent, honor, laugh at, fight for, and worship in typical life situations.

Many of the textbooks and materials need to be updated on the area of popular culture. Genuine language documents should be obtained whenever possible. Such forms may be procured in person, during travels abroad, by written or by telephone request. When authentic documents are not available for classroom use, facsimiles may be substituted. Such facsimiles may either be prepared and duplicated ahead of time by the instructor, or prepared in class by students, thereby providing additional written practice in the target culture.

Traditional language learning, dominated by a pre-occupation with words, syntax, and pronunciation, has all but ignored popular culture. It is no wonder language students complain that they do not really learn to interact with other people. There are Americans with a superb

command of verbal Spanish fail utterly in their attempts to communicate with Spanish people. They simply do not understand some of the messages that reflect a great deal of the culture of a people.

Culture has been defined as "deep culture" which contains society's values, traits, customs and intercultural communication; and "formal culture" which is found in art, literature and music.

The following are some activities to teach popular culture:

1. Explanation of a custom to your class, define a word (for example, "quinceañera").
2. Discussion of greetings, announcements of public events, popular advertising, invitations, and newspaper headlines.
3. Give a culture quiz (see our five evaluating statements about popular culture).
4. Songs which reflect "popular culture" can be introduced.

All of these activities help define and express the attitudes of a culture. Other useful cultural activities include:

1. Mini-debates (e.g., the role of men in the Spanish-

speaking world).

2. Cultural connotations: analogy and contrast (e.g., "santo" and birthday. In Mexico word "tradicional" implies something or someone Mexican, and the word "moderno" conveys something American or foreign).
3. Readings of popular Hispanic commercials and magazines

The development of cultural insight enables the student not only to function in the target culture being studied, but also help him to respond and understand with greater empathy to individuals of different nationalities.

The activities recommended are some that encourage the student to see culture from the inside and to respect the viewpoint of an individual within that culture. Studying a culture from this vantage point enables the learner to approach a foreign culture with understanding and sensitivity, it makes him aware of the uniqueness of what it means to be a Mexican, an Argentine, or a Spaniard (Hammers, p. 53).

From these activities it becomes clear that a knowledge of the popular culture is important to understand why people from another society may act differently. By analyzing and accepting another culture on its own terms, students will begin to develop the insight necessary to discover that

their own culture is only one among many in the world, that each culture has its own value and that no culture can serve as the norm for any other (Nostrand, p. 174).

Most of our students live in a monocultural environment and we as teachers know that these individuals sometimes tend to make premature value judgments. Many students from this monocultural background react with a certain intolerance to the culture of others, and that is why today more than ever, in trade and diplomacy, we must listen, negotiate, persuade--and that means meeting other persons in their own language, literally as well as figuratively. We consequently need knowledge not only of the words they use but also of the values and beliefs that shape their lives. (Brooks)

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CULTURE QUIZ

(EVALUATING STATEMENTS ABOUT THE CULTURE)

True or false:

- ___1. Cuban and Puerto Rican cuisine are very "spicy".
- ___2. The "tango" is the national music of Argentina.
- ___3. Most young Spanish-speaking people like to go out in groups or with other couples.
- ___4. In a typical Mexican meal, tortilla chips and dips are served.
- ___5. Indian culture is predominant in the Caribbean.

FIESTAS Y DIAS CONMEMORATIVOS

ENERO	1 Año Nuevo 6 Epifanía o Día de los Reyes Magos
FEBRERO	27 Día de Independencia (Rep. Dominicana)
MARZO-ABRIL	Carnaval
MAYO	1 Día del Obrero, Día del Trabajo 5 Cinco de mayo (México) 20 Día de Independencia (Cuba) 24 Batalla de Pichincha (Ecuador) 25 Fiesta Patria (Argentina)
JUNIO	24 Día de San Juan (Puerto Rico) Día del Ejercito (Venezuela) 25 Día de San Pedro (Chile)
JULIO	5 Día de Independencia (Venezuela) 9 Día de Independencia (Argentina) 20 Día de Independencia (Colombia) 24 nacimiento de Simón Bolívar (Bolivia, Colombia y Venezuela) 28 Fiesta Patria (Perú)
AGOSTO	6 Día de Independencia (Bolivia) 10 Día de Independencia (Ecuador) 15 Día de la Asunción 25 Día de Independencia (Uruguay) 30 Fiesta de Santa Rosa de Lima (Perú)
SEPTIEMBRE	15 Día de Independencia (Costa Rica, El Salvador, Guatemala, Honduras y Nicaragua) 16 Día de Independencia (México) 18 Día de Independencia (Chile)
OCTUBRE	12 Día de la Raza (Descubrimiento de América por Colón)
NOVIEMBRE	1 Día de todos los santos 2 Día de difuntos 3 Día de Independencia (Panama)
DICIEMBRE	7 Día de Luto Nacional (Cuba) 12 Fiesta de la Virgen de Guadalupe (México) 16-24 Posadas de Navidad (México) 24 Nochebuena 25 Navidad 28 Día de los Santos Inocentes (día de bromas y chistes) 31 Nochevieja

I. FECHAS Y FIESTAS IMPORTANTES

COMBINAR: (Seleccionar la letra apropiada)

- | | |
|------------------------------|--------------------------|
| __1. el Día de los Reyes | a. Semana Santa |
| __2. Nochevieja | b. fiesta nacional |
| __3. Nochebuena | c. el seis de enero |
| __4. Día de la Independencia | d. el 24 de diciembre |
| __5. Cuaresma | e. el último día del año |

COMPLETAR:

1. El Día del Obrero es _____.
2. El Carnaval es _____.
3. Una fiesta patria es _____.
4. El patrón o la patrona de un país o pueblo es _____.

II. ESTRUCTURAS SOCIALES

CIERTO O FALSO (Escriba C o F)

- __1. La clase baja a veces se le llama "humilde".
- __2. Una persona de una familia acomodada es pobre.
- __3. Un obrero humilde pertenece a la clase media.
- __4. Un alto ejecutivo usualmente es de la clase alta.

II. COSTUMBRES

SELECCIONAR: (Seleccionar la letra apropiada)

- __1. La fiesta de "quinceañera" es similar en los Estados Unidos a
 - a. una boda.
 - b. la presentación en la sociedad.
 - c. un velorio.
- __2. En los países hispanos se celebra el santo más que
 - a. la Navidad.
 - b. el cumpleaños.
 - c. las fiestas.

- ___3. En la escuela Lationamericana cuando llega el maestro los estudiantes
- a. se ponen de pie.
 - b. piden la bendición.
 - c. se callan.
- ___4. El machismo es un fenómeno
- a. social
 - b. geográfico
 - c. psicológico

COMPLETAR (Seleccionar la palabra adecuada)

fallecer pesame tapar esquela novenario

1. Al entrar a un velorio, casi siempre se da un beso o un apretón de manos y se dice "Ud tiene mi mas sentido _____"
2. En el velorio la familia a veces prefiere _____ el ataúd, o cubrir el cadáver.
3. Cuando una persona se muere, la familia anuncia la triste ocasión con _____ de defunción.
4. La familia ora nueve días en un _____.
5. Los periódicos y las esquela frecuentemente evitan la palabra morir y usan "desaparecer" o _____.

IV. GESTOS

CIERTO O FALSO (Escriba C o F)

- ___1. El niño hispano debe mantener los ojos bajos cuando habla.
- ___2. En la cultura hispana uno debe tener ambas manos a la vista cuando come.
- ___3. La mayoría de las personas usan poco la mímica.
- ___4. Los hispanos se acercan más cuando conversan que los norteamericanos.

FOREIGN LANGUAGE TRAINING FOR UNIVERSITY PERSONNEL

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FOREIGN LANGUAGE TRAINING FOR UNIVERSITY PERSONNEL
JOHN J. DEVENY
OKLAHOMA STATE UNIVERSITY

Recent years have seen increasing emphasis on language training for special purposes. Significant numbers of people whose professions bring them into contact with speakers of other languages have seen the need for developing proficiency in those languages. Language teachers have thus been asked to provide language instruction for these special purposes and materials for such instruction have even appeared: Spanish for medical personnel, Spanish for policemen, etc. The economic value of language training has helped provide impetus to the situation--witness the case of an agricultural economist at Oklahoma State University who could have had an \$80,000 per year job in Africa if he just could have spoken French.

Because the advantages of having language skills are well-known on the Oklahoma State University campus, the OSU Office of International Programs sought and received, in 1978, federal funding to provide language training to University personnel. The original funding came under Title XII of the Famine Prevention Act and has been continued under a memorandum of understanding and support grant funding. The funding provides not only faculty salaries but also books, tapes, and other materials for students.

The original program, begun in 1978, included training in Chinese, French, and Spanish. Subsequently, cutbacks and difficulties in staffing have restricted the program to Spanish and French. The overall program has involved a number of faculty members from the Department of Foreign Languages and Literatures as well as approximately 1500 enrollments from faculty, staff, and their spouses. The program has been especially popular among personnel from the College of Agriculture, Engineering, and Business, all of which have a long history of international involvement. There are currently enrolled about 30 students in Spanish and about 20 in French, some of whom began their training in the original group, achieved a highly usable degree of language

skill, and stayed in the advanced group of the program to maintain their skills. Since the structure of the Spanish and the French programs is very similar, the following discussion will be confined to the Spanish part of the program.

Spanish classes are currently scheduled two evenings a week, from 7-9 p.m. Typically, the basic level sections meet Monday and Wednesday and the more advanced levels meet Tuesday and Thursday. Within each of these broad levels, students will be working at quite different levels of proficiency. In order to deal with this problem, the class is divided into two groups for each hour of instruction. One of these groups stays with a faculty member for a more or less formal instructional experience. These classes are conducted using a cognitive, proficiency-based approach, making allowances for the fact that no grades are assigned and evaluation is therefore done only on a very informal basis. In addition, the enrollees work long hours at their own jobs and have very little time left over to prepare for these classes. Therefore, no outside preparation is assumed, for which reason the teacher needs to do a great deal of repeating in order to facilitate retention of the material.

The other group is subdivided into small classes of not more than five students. These small groups then meet with a native speaker of Spanish for intensive conversation practice. Sufficient funding has been available so that a relatively large number of native speakers can be hired for special assignments. For example, in the case of a computer scientist who wanted specialized practice in the vocabulary of his field and related areas, the program was able to provide him with a graduate student from Colombia who was familiar with computers and computer terminology in both languages.

After the first hour of instruction, a short break is taken. During the second hour, the groups are reversed; that is, the large group which met with the Spanish professor is subdivided into small groups for conversation practice with the native speakers. The small groups are consolidated into one single class for more formal instruction, again using a cognitive, proficiency-oriented approach.

Native speakers of the target language are also used to provide tutoring sessions for students who fall significantly behind the level of their class or who begin the program late. Such a system enables the teacher to maintain a certain degree of homogeneity in each class and also helps the Department avoid a public relations problem with the enrollees, many of whom are also faculty members.

These native speakers are recruited from among the University's large population of international students. They tend to be graduate students or advanced undergraduates, mostly from technical fields, who are chosen for their subject matter area and for certain personality traits which suit them for the task. In addition to their linguistic expertise and their specialized knowledge in different academic fields, these native speakers add a dimension of authentic cultural contact which, besides increasing interest in the program, is very helpful to enrollees who are about to embark on a foreign travel experience.

Most enrollees begin the program at or near zero level. As time passes, students in such a zero level class progress at sufficiently different speeds so that differences in level soon become apparent. There is, in these classes, much greater disparity in the speed of movement through the material than is the case in a regular university class. There are a number of reasons for this: the fact that evaluation is done only very informally removes the typical incentive for studying. As previously mentioned, nearly everyone in the course has worked all day and comes to class in the evening after having had little time to prepare. And in addition, there is a great disparity in language learning aptitude and in previous exposure to foreign language study among the enrollees.

Commercial texts work very well in this course but as students reach more advanced levels of achievement, these texts need to be supplemented. We currently use Da Silva's Beginning Spanish as a core text book. Conversation classes use this text along with other materials such as Frank Sedwick's Conversation in Spanish or Spanish for

Careers. As students become more fluent, specialized materials from various academic fields are photocopied and used in class.

Every attempt is made to provide enrollees with a working Spanish vocabulary in their own field of expertise. This is accomplished by giving them readings from articles in their own field, by providing them with native speakers who have preparation in their field, and, when sufficient knowledge of the language has been achieved, by assigning them to make a class report on some topic from their own field which requires them to use the vocabulary of that field. Enrollees who have returned to the program after a trip to a Spanish-speaking country often give reports, in Spanish, on their experiences abroad. This sharing of experiences is important not only as a motivator for other enrollees, but it also gives the traveler a chance to polish and expand language skills.

A number of faculty members who are currently enrolled have put their newly-developed skills to good use in travels to several Spanish American countries, notably Colombia, Costa Rica, Ecuador, and Mexico. One professor of agricultural economics, for example, recently presented 30 lectures in Spanish, in a period of 6 days, at the University of Chihuahua in Delicias, Mexico.

One of the most laudable results of this program has been the positive effect it has had on faculty and staff attitudes toward internationalism on the Oklahoma State University campus. Although the University's involvement in international programs is long established, and the opportunities for people who can speak a foreign language are well-known, such activity has been carried out by a relatively small number of staff and faculty personnel. This language program has broadened the base of support for international endeavors and has resulted in much good publicity for the Department of Foreign Languages and Literatures as well.

This program is unique in that it progresses through its curriculum at the speed set by the class and is not concerned with covering a given body of material in a certain, pre-determined time period. All of the students enrolled in the program are there by

choice, and sometimes at considerable personal inconvenience; thus the teacher can be assured of getting their best effort. The program's flexibility enables the instructor to use native speaker conversation leaders who are conversant with the enrollees' fields of endeavor. They can provide valuable insights into Hispanic culture, an important aspect of the course, and one which makes it appealing to potential faculty enrollees.

This program has provided the Department of Foreign Languages and Literatures with a number of advantages. The most obvious of them is the increased support for and involvement in the Department's main endeavor, teaching foreign languages. It has also provided additional summer employment for Department faculty members. The service which the department provides for the University community through this program has, in turn, provided the Department with many rewards.

LANGUAGES AND THE INFORMATION PROFESSIONS:
IMPLICATIONS FOR THE STORAGE, MANAGEMENT AND RETRIEVAL
OF ONLINE INFORMATION

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Languages and the Information Professions:
Implications for the Storage, Management and
Retrieval of On-Line Information

Computer hardware and software systems continue to dominate the officescape of the 1980s. Their presence and role in the international access and sharing of information, through telecommunications and other on-line systems, is likely to increase significantly into the next century. This will hold true in at least three major information-centered sectors: Academe; the business, finance and corporate sector; other professional and paraprofessional sectors. As more business professionals, lawyers, doctors, educators, librarians and information scientists come to rely upon computer-based on-line information systems, knowledge of foreign languages and cultures plays a crucial role in the accurate storage, management and retrieval of information needed to meet the individual professional's information needs. Through examination of three types of on-line systems, and the parameters of data access within each system, we can better understand the importance of foreign languages in the present and future on-line setting.

At present, there are three general types of on-line information systems which the professional may use in searching

for computer-maintained information. The first type is comprised of commercial data bases, available through contractual agreement, that provide the professional with a variety of specialized data bases, a variety of data formats, and a multitude of access points to those formats. These bases number well into the hundreds, and may be accessed individually or simultaneously, depending upon the information needs of the user. Most of these on-line data bases have corresponding print formats, although their inherent value is that they can provide access to information more quickly than their corresponding print formats; and they can provide information which is more up-to-date than the corresponding print format. Examples of systems of commercial data bases include Lockheed's DIALOG, System Development Corporation's ORBIT, Bibliographic Retrieval Service (BRS), H.W. Wilson's WILSONLINE, MEDLINE, etc.

A second type of on-line system is represented by contractually-shared catalogs. In most instances, these are shared catalogs of libraries, museums, special collections, information centers and corporate data banks throughout the country. These systems can be local, regional, state-wide, national or international; and they usually include a variety of cataloged formats, with the exception of periodical articles. In comparison with most commercial data bases, these shared catalogs generally do not provide as many access points to needed information; and they are limited to data supplied by participating libraries or other data-generating entities. The prime example of this type of shared catalog is OCLC (Online Computer Library Center).

A third type of on-line system is represented by various software and hardware configurations designed for the in-house microcomputer environment. Such systems may or may not be designed to tie in, or interface, with other on-line systems, including local area networks (LAN), word processors, etc. Although such systems abound with great variety, the example which will be used here for the sake of illustration is the dBASE III software package, developed by Ashton-Tate.

To begin, let us examine sample entries from each of these three different systems: DIALOG (as an example of a commercial data base), OCLC, and dBASE III. In the over two hundred data bases available through DIALOG, some data records are bibliographic while other are non-bibliographic. Examples of both kinds of record are presented in Figures 1 and 2, respectively. Figure 1 presents an on-line bibliographic data record as it has been entered into the data base: ERIC, File 1, updated monthly. Figure 2 presents an on-line non-bibliographic data record as it has been entered into another of the bases available through DIALOG: TRINET COMPANY DATABASE, File 532, reloaded quarterly.

Notice that the information conveyed in Figure 1 includes an accession/document number; original title; translated title; author; publisher; date; pagination; language of text; availability in hard copy; language of abstract; document type; indication of original announcement; English-language abstract; and descriptors and identifiers assigned to the original work.

Figure 1

Commercial data base: bibliographic record: ERIC, File 1,
updated monthly

ED122600 FL007414

LES CONNAISSANCES LINGUISTIQUES DES CADRES: LE POINT DE VUE DE LA DIRECTION DES ENTREPRISES. LES BESOINS LANGAGIERS DES FUTURS CADRES D'ENTREPRISE. (LANGUAGE SKILLS OF TRAINED PERSONNEL: THE VIEWPOINT OF BUSINESS MANAGEMENT. THE LANGUAGE NEEDS OF FUTURE BUSINESS MANAGERS).

HATRY, PAUL

UNIVERSITE LIBRE DE BRUXELLES (BELGIUM). INSTITUT DE PHONETIQUE.

NOV 1974 12p.; IN FRENCH

EDRS PRICE - MF01/PC01 PLUS POSTAGE.

LANGUAGE: ENGLISH

DOCUMENT TYPE: RESEARCH REPORT (143)

JOURNAL ANNOUNCEMENT: RIESEP76

THE FIRST PART OF THIS PAPER OUTLINES THE FACTORS THAT APPEAR TO INFLUENCE THE LANGUAGE ATTITUDES OR LANGUAGE BEHAVIOR OF BUSINESS DIRECTORS AND MANAGERIAL STAFF IN BELGIUM. AGE AND THE ECONOMIC AND POLITICAL SURROUNDINGS APPEAR TO BE THE PRINCIPAL FACTORS. THE YOUNGER INDIVIDUALS ARE; THE MORE POSITIVE ARE THEIR ATTITUDES ABOUT THE LANGUAGE DIVERSITY THEY ENCOUNTER AND THE NEED FOR LANGUAGE SKILLS IN BUSINESS. THE INTERNATIONALIZATION OF THE BELGIAN ECONOMY AND THE MULTINATIONALIZATION OF BUSINESS INFLUENCE DIRECTORIAL STAFF TO REQUIRE LANGUAGE SKILLS OF THEIR EMPLOYEES; PARTICULARLY WHEN THE NATIONAL LANGUAGE, SUCH AS IN HOLLAND AND THE SCANDINAVIAN COUNTRIES, IS NOT AN INTERNATIONAL LANGUAGE. THE CREATION OF INTERNATIONAL INSTITUTIONS CREATES FURTHER INCENTIVE. INDUSTRIES REQUIRING LANGUAGE SKILLS, SUCH AS THE AUTO INDUSTRY AND THE INDUSTRIES OF CHEMISTRY, OIL, AND STEEL, BANKING AND TOURISM, ARE CONTRASTED TO THOSE IN WHICH ONE'S MOTHER TONGUE IS SUFFICIENT, SUCH AS AGRICULTURE, THE FOOD INDUSTRY, UTILITIES AND CONSTRUCTION. THERE IS ALSO A NEED FOR THE ADMINISTRATIVE STAFF IN THE PUBLIC SECTOR TO KNOW MORE THAN ONE LANGUAGE IN ORDER TO FIT EFFECTIVELY INTO THE CONTEXT OF INTERNATIONAL BUSINESS. THE SECOND PART OF THE PAPER DESCRIBES THE HISTORY AND CHANGING PRIORITIES OF A BELGIAN BUSINESS SCHOOL, L'ECOLE DE COMMERCE SOLVAY. (CLK)

DESCRIPTORS: ADMINISTRATION; ♦ADMINISTRATORS; ♦BUSINESS COMMUNICATION; ECONOMIC FACTORS; ♦JOB SKILLS; ♦LANGUAGE ATTITUDES; LANGUAGE PROFICIENCY; ♦LANGUAGE SKILLS; ♦PERSONNEL NEEDS; POLITICAL INFLUENCES; PROGRAM DESCRIPTIONS; SECOND LANGUAGE LEARNING

IDENTIFIERS: ♦BELGIUM

Figure 2

Commercial data base: non-bibliographic record: TRINET

COMPANY DATABASE, File 532, reloaded quarterly

0222930 TRINET NUMBER: 99006233

TIFFANY INDUSTRIES INC

1055 CORP SQ DR

ST LOUIS, MO 63132

TELEPHONE: 314-991-1700

COUNTY: ST LOUIS IND CY

MSA: 7040 (ST. LOUIS, MISSOURI-ILLINOIS)

TICKER SYMBOL: TFY

NUMBER OF EMPLOYEES:	467
NUMBER OF ESTABLISHMENTS:	5
MANUFACTURING SALES (\$):	28,900,000
NONMANUFACTURING SALES (\$):	0
NON-US SALES (\$):	900,000
TOTAL SALES (\$):	29,800,000

PRIMARY 4 DIGIT SIC:

3448 (PREFABRICATED METAL BUILDINGS	> SALES (\$):	12,600,000
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PRIMARY 3 DIGIT SIC:

344 (FABRICATED STRUCTURAL METAL PROD	> SALES (\$):	12,600,000
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PRIMARY 2 DIGIT SIC:

34 (FABRICATED METAL PRODUCTS	> SALES (\$):	12,600,000
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SECONDARY SIC(s):

2522 (METAL OFFICE FURNITURE	> SALES (\$):	10,100,000
3523 (FARM MACHINERY & EQUIPMENT	> SALES (\$):	6,200,000

THIS IS:

A PUBLIC COMPANY

One does not need, however, all of the information included in order to retrieve the record from the data base. Access to the record may be through descriptors or identifiers, other subject terms which may appear in the abstract, accession number, author, publisher, journal title (where applicable), publication year, or other access points which may be idiosyncratic to the individual file. In the case of ERIC, the data record requested can be printed in any of eight different formats: accession number only; full record except abstract; bibliographic citation; a file-dependent format; full record including abstract (Figure 1); title only; bibliographic citation and abstract; or title and indexing. Due to recent enhancements with the DIALOG system, and through skillful use of Boolean logic, access points to the data record can be combined, broadened or narrowed to assure optimum retrieval of desired information.

In comparison, the on-line non-bibliographic data record presented in Figure 2, from the TRINET COMPANY DATABASE, includes accession number, TRINET number, company name, company address, company telephone, county name, Metropolitan Statistical Area code and name, Ticker symbol, number of employees, number of establishments; manufacturing, non-manufacturing, non-United States, and total sales; primary four-digit, three-digit and two-digit Standard Industrial Classification codes; secondary SIC codes; and indication as to whether the company is public or private. Similar to ERIC, access to the data record can be

had through any of the various fields represented in the record; and, similar to ERIC, the user may request any one of a variety of formats: DIALOG accession number; company name, address, telephone number, SIC codes and descriptions; company name, address, and telephone number; full record with tagged fields; full record (Figure 2); company name and TRINET number; company name, SIC codes and descriptions, and all sales figures; or company name and address.

Again, contingent on the user's needs, data can be requested in a variety of formats; and data elements can be combined to assure optimum matching of information needs with available data. Due to the quarterly reloading of TRINET bases, the business professional can access the most up-to-date information on any given company.

Bibliographic data bases in DIALOG contain descriptive information in reference to a book, journal article, patent, newspaper story, dissertation, etc. Nonbibliographic data bases are of three types: 1) directory, presenting information similar to that shown in Figure 2; 2) numeric, generally including statistical tables accompanied by text; and 3) full text, i.e., data bases which include the actual and complete text of entries from encyclopedias, newspapers and dictionaries. Additional features available to searchers include the possibility of clustering groups of related data bases for preliminary searching of relevant information, and the printing of data records off-line.

In contrast to the commercial data bases is the on-line shared catalog, perhaps best exemplified by OCLC. This is a collective on-line catalog of the holdings of hundreds of libraries and other information centers around the United States and selected foreign countries. An examination of Figure 3 will show the basic data record available through a search of OCLC.

The initial section of the record includes an accession number, accompanied by formatting information that identifies through codes the type of work being described. The remainder of the data record includes further identifying information and/or descriptive cataloging information such as Library of Congress card number, International Standard Book Number (as applicable), languages, Library of Congress classification number, elements of full descriptive cataloging, notes, subject headings and added entries. In addition to the bibliographic record, the user is able to access a screen indicating which libraries own the particular title in question.

Formats included in OCLC are print formats such as books, periodicals (but not individual articles), microformats, archives and manuscripts, sheet music, machine-readable data files, etc. A variety of non-print formats are also included: audiodiscs, tapes, films, videorecordings, multimedia kits, etc. However, access to an individual data record is not as varied as it is through commercial data bases. Although subject searching is available for OCLC through Bibliographic Retrieval Service (BRS), and although OCLC is planning subject access

Figure 3

OCLC sample record

Screen 1 of 2

NO HOLDINGS IN CSU - FOR HOLDINGS ENTER dh DEPRESS DISPLAY RECD SEND

OCLC: 9645811 Rec stat: n Entrd: 830606 Used: 830625

Type: a Bib lvl: m Govt pub: Lang: fre Source: Illus: a

Repr: Enc lvl: Conf pub: 0 Ctry: fr Dat tp: s M/F/B: 00

Indx: 0 Mod rec: Festschr: 0 Cont:

Desc: a Int lvl: Dates: 1981,

1 010 82-126245

2 040 DLC c DLC

3 039 0 2 b 3 c 3 d 3 e 3

4 043 a-ch--- a e-fr---

5 050 0 HC430.5 b .E96 1981

6 082 0 332.6/7344/051249 2 19

7 090 b

8 049 CSUU

9 245 00 Exporter, investir `a Ta"iwan : b mission d'`etude `economique et de prospection commerciale / c assist`ee et patronn`ee par la Soci`et`e g`en`erale ; [publi`e sous la pr`esidence de Eric Faivre ; r`ealis`e sous la direction de Alain Boutboul, Pascale Peres ; avec la participation de Anne Bouchacourt et al].

Screen 2 of 2

10 260 0 Paris : b Missions `economiques, Ecole sup`erieure de commerce de Paris, c [1981]

11 300 161 p. : b ill. ; c 30 cm.

12 500 Cover title.

13 651 0 Taiwan x Economic conditions y 1975-

14 651 0 Taiwan x Commerce z France

15 651 0 France x Commerce z Taiwan

16 650 0 Investments, French z Taiwan

17 700 10 Faivre, Eric.

18 700 10 Boutboul, Alain.

19 700 10 Peres, Pascale.

20 710 20 Soci`et`e g`en`erale pour favoriser le d`eveloppement du commerce et de l'industrie en France.

21 710 20 Ecole sup`erieure de commerce de Paris. b Missions `economiques.

enhancements in the future, at the time of this writing access is primarily through author, title, Library of Congress card number, International Standard Book or Serial Number, OCLC accession number; and searches may be qualified by format type, date of publication, and region of cooperating libraries. The advantage of using OCLC searching is that a variety of formats are included in the system; and because terminals are located in many libraries, the search is fee-free to users.

A third type of available on-line system is the in-house configuration of hardware and software packages, designed for a specific purpose, containing as many fields of information as necessary or possible (contingent on the configuration), and accessed through as many indexes as the software package will allow. One example, presented in Figure 4, represents data records available through the use of dBASE III software and IBM PC hardware. The data record is from the SPIRE Project, an on-line index to musical recordings in anthologies which are part of the listening collection at Cleveland State University Libraries. The data record configuration which I designed contains fourteen fields, each of which can be altered, indexed, searched and reported. These include composer, title of cut, album title, title of collection, title of series, performing organization, conductor, solo instruments, soloists, performers, date of recording, audio disc number, label number, and date of input of the data record. The SPIRE Project record represents just one of a virtually infinite variety of records

Figure 4

SPIRE Project sample record

Record No. 49
COMPOSER

TITLE_CUT MOTETS FOR "HEC DIES": HUIC MAIN--HEC DIES; O
MITISSIMA (QUANT VOI)--VIRGO--HEC DIES; DEO
CONFITEMINI--DOMINO; TROP SOVENT--BRUNETE--IN
SECULUM; INSTRUMENTAL MOTET: IN SECULUM

TITLEALBUM THIRTEENTH-CENTURY POLYPHONY (EARLY MEDIEVAL MUSIC)

TITLE_COLL HISTORICAL ANTHOLOGY OF MUSIC

TITLE_SER

PERF_ORGAN UN OF CHICAGO COLLEGIUM MUSICUM; UN OF KENTUCKY
COLLEGIUM MUSICUM; ST. MEINRAD ARCHABBEY SCHOLA
CANTORUM

CONDUCTOR BROWN, HOWARD M., MORGAN, WESLEY K.; KELLY, O.S.B.,
REV. COLUMBA

SOLO_INSTR

SOLOISTS

PERFORMERS

DATARECORD 00/00/75
AUDIO_NUMB AD 01699 P 249
LABEL_NUMB P249
DATE_INPUT 01/30/86

which can be created for storage and retrieval of in-house information. Although the example shown pertains to music, applications to business and other professions should be readily apparent.

Using dBASE III as a software package, one can create as many as 128 fields per data record, with the maximum record size being 4000 bytes. In addition, dBASE III allows text searching—valuable to the business executive for placing relevant notes inside a data record; and dBASE III allows for simultaneous searching of up to ten files. On-line assistance is always available, accompanied by increased speed in indexing, sorting and reporting. The system is capable of calculations, numeric precision, date conversion, statistical reporting, and a number of other features which allow efficient storage, manipulation and retrieval of information.

For the professional involved in the storage, management, access and retrieval or exchange of information on an international scale, each of the three types of data bases has its advantages. In some ways, each might serve to complement the others. Crucial, however, to the successful and optimal use of these on-line systems is recognition of the culture-imposed and language-imposed factors which govern their creation and maintenance. Subsequently, knowledge of these same cultures and/or languages is necessary for optimal retrieval of desired information. Let us look at some examples.

Central to every on-line system are the concepts of word choice (or numerical choice) and thesaurus control. Every system has built into it—or rather programmed into it—a limited word choice, and a limited thesaurus. Many of these thesauri are available in print formats; some are available on-line. To illustrate the point, consider that in the realm of business and economics, a significant body of research is published by corporate entities—sometimes institutionally affiliated—known as "schools," e.g. London School of Economics. Compare the English "school," the French "école," and the Spanish "escuela." All three words can represent the same type of corporate body indicated above. However, two problems arise in trying to search these terms in on-line systems. The first problem is that the concept of "school" is broad enough to include schools which are in fact outside the realm of business or economics. The second problem is that an on-line system does not automatically equate the English, French and Spanish equivalents, unless it has been so programmed with extensive conceptual indexing and cross-references throughout the system. In addition, consider that there are very real variations in concept of the term "school" in the English, French and Spanish cultures.

To resolve the first problem, additional terms must be added to the search in order to qualify it: terms such as "economics" or "commerce" or "business" or "finance." This was in fact what was done in the context of the search for the data record presented in Figure 1. The request made was for all data

records that combined two concepts: "école" and "commerc?", with the second term used representing a request for any word which began with "commerc" and ended in any manner—allowing for such terms as "commerce," "commercial," etc. The data base responded by informing that there were 87 records with the word "école" and 5459 records containing "commerc?"; there were, however, only 3 records which combined both terms. One of those records is represented in Figure 1.

Had I requested "school" and "commerc?", the results would have varied accordingly, altering the success of my retrieval, and possibly being more costly and less relevant. Similarly, had I requested "escuela" and "commerc?", the results would have been minimal, due to a variation in spelling; in Spanish, "commerce" is "comercio." I should therefore have requested "escuela" and "comerc?", which would allow for optimum results. Had I desired all information which dealt with English, French or Spanish schools of commerce, my options would vary. Using Boolean logic, I could request: ("school" or "école" or "escuela") and ("commerc?" or "comerc?"); or I could pursue each search independent of the other. In reality, the latter method would be more likely to yield optimum results.

In the efficient use of on-line systems, knowledge of foreign languages has many roles. It is certainly key to the accurate input of information into any system. As such, it remains important not only in the context of word choice and thesaurus control, but also in the context of varieties of indexing (e.g., string

indexing, coordinate indexing, conceptual indexing), cross-references, and any other points of access which each individual data base or system of bases might allow. If, for example, a base does not allow searching by subject, a translated title may have to be translated back to its original language, and searched accordingly.

Some bases may be capable of searching a word or term in every field which is part of the data record format; others, in contrast, require that necessary prefixes or suffixes be attached to each search term in order to optimize the search. It is important to remember that not all fields exist in all data bases; each is generated by its own producer, similar to the variations which exist in book and periodical publishing; necessarily, each will reflect editorial policy and emphases.

Other facets which come into play in on-line searching, and which reinforce the importance of knowledge of foreign languages for optimum access to information by business and other information-seeking professionals include: 1) forms and use of proper names, both individual and corporate—as well as proper place names; 2) idioms which are peculiar to a particular culture or language, especially those which are currently in vogue in any given profession, discipline or business; 3) the linguistic syntax of the culture or language in question, and its ability to be translated into an on-line syntax which can communicate with, and search, a single data base or system; 4) truncation, conjugation, variant spellings and diacritics which are part of

written or verbal language for any given culture; 5) techniques of bibliographic, textual and numerical analysis, recording and description which may vary from culture to culture and from language to language; 6) bibliographic formats and styles which are culture-bound, language-bound, and/or technology-bound; 7) on-line publications and other free text formats that are created in the context of a language system that is not the language system of the user/searcher.

Those among us who have searched on-line data bases for material written, recorded or described in a foreign language know that we are dependent on three languages simultaneously: our native language, the language in which we are seeking information, and the language of the on-line system which we are trying to access. If we are deficient in any one of these three language systems, the results of our searching will range from optimal to satisfactory to minimal; and the real problem in such deficiency and such results is that we will have failed to retrieve the same information that our colleagues and/or competitors have found with ease and strategy.

In a world where the technology of telecommunications provides us with the opportunity of tapping into data bases on a local, regional, national and international scale, the importance of knowledge of foreign languages can not be underestimated or understated. The present and future research and information needs of Academe, business, and other information-

dependent professions such as law, medicine, education, library and information science dictate that relevant information be retrieved as efficiently and as effectively as possible. Without a knowledge of foreign languages, the information-seeker stands to be shackled unnecessarily with the limitations which ignorance imposes, and with a concept of progress which will always be a little behind the times.

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CROSS-CULTURAL TRAINING FOR BUSINESS AND THE
PROFESSIONS: RATIONALE AND PROGRAM DESIGN AND
DEVELOPMENT

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Cross-Cultural Training for Business and the Professions

Rationale, Program Design and Development

Ronald C. Cere

Since the publication of President Carter's Commission on the alarming decline in enrollments and interest in foreign language and international studies in the U.S., American educators, especially foreign language teachers, have begun to take measures to address the problem and improve instruction. Specifically, they have held countless conferences on the reasons for studying foreign languages, emphasizing the latter's importance in an increasingly interdependent world, and they have conducted numerous workshops on ways to globalize curricula and develop innovative teaching strategies and techniques. They have also begun to look at language study from a variety of new perspectives, especially those related to the professions, and they have taken steps to create and use materials that will complement the instructional program as well as give it a more practical and functional focus. Educators and other concerned individuals have even left the classrooms and ventured into the non-academic world to promote language studies and seek support for it and have written numerous articles and books treating all the aforementioned areas of concern. To be sure, they have made considerable progress in the past several years, but they need to maintain and build on their successes. They must improve all aspects of existing special purpose foreign language courses while adopting new ones, and must continue to do research in the field of methodology, materials development and content areas. They must also continue to conduct conferences and workshops that will consider the broad spectrum of issues that concern foreign language education so that a free and continuous flow of information, ideas and opinions can be exchanged about a variety of topics and areas of interest, and they must persevere in forging new bonds of cooperation with individuals within and outside the teaching profession as well as encourage the creative and industrious instructor or trainer to enter into the latter. More importantly, however, they must focus their attention on cross-cultural training or instruction. Often neglected by language teachers, it is the means by which global awareness is much enhanced and understanding and communication among all peoples truly fostered. With this view in mind, the paper which follows will discuss and propose ways of setting up, designing, and implementing a cross-cultural training program as part of a special purpose foreign language course with the focus on international business.

Cross-Cultural Training for Business and the Professions
Rationale, Program Design and Development

In their book, International Business Blunders, Ricks, Fu and Arpan write of the following incident which took place in France some years ago:

In an effort to build up foreign sales, a U.S. manufacturer sent a man to Europe, a man who knew the business thoroughly and had a proven record of ability in the U.S. During his first few years, he performed as expected and sales orders poured in regularly. But the promising beginning soon waned. After a small European company began manufacturing a competitive product, sales of the large U.S. firm plummeted. Later analysis showed that the key to the U.S. manufacturer's problems lay in the attitudes and role perception of their "man in Europe": He felt that as an expert, his role was to tell foreign business associates what to do, but not to listen to them or to seek ways to better satisfy local market needs. Furthermore, he failed to develop a personal appreciation for the environment within which he lived. After living seven years in a French-speaking community, he was unable to say or understand "bonjour," and his superior and indifferent attitude antagonized the distributors. The initial successes can be traced to the strength of the product itself and the lack of competition. Once competition appeared, immediately the U.S. manufacturer suffered; even though the new competitive product was not superior, the obliging and positive business attitude of the competitor literally won over the distributors and swept the market.

It would seem from this occurrence that the U.S. manufacturer's executives had put a great deal of confidence and hope in their sales manager in France and had expected him to increase interminably the profits of their affiliate in that country. They believed that given his proven track record in the U.S., he could not fail to succeed abroad and that he would provide the direction and expertise needed to improve business and make the company viable. Indeed, in the beginning, he performed as anticipated and sales increased and the firm prospered. The company continued to thrive until a European competitor, whose product line was not as good as the U.S. manufacturer's, appeared and began to take away market share

and eventually control it. The Americans were unprepared for this contingency and were unable to reverse the changes it wrought. Company sales plummeted and, with it, the business venture in France. What this firm did not realize, until later, was that in order to succeed with the French, its representative needed to have, in addition to business savvy, a knowledge and understanding of the host country's language and culture. Before or during his stay abroad, this sales manager should have studied French and developed a sensitivity to and an appreciation for the people and environment in which he was living. In this way, he would have functioned more effectively and would have enjoyed and profited from his experience overseas. Unfortunately, he did neither and, consequently, failed to sustain his earlier successes. To be sure, this sales manager and firm were not the only ones to whom, nor France and the commercial sector the only place where such faux-pas have been made. The same authors recount numerous other cross-cultural blunders in the international business world, while other researchers cite similar misunderstandings in the health science and political fields.² They attribute these misinterpretations to America's unawareness of linguistic and cultural differences and maintain that the latter could have been corrected if U.S. personnel were more knowledgeable of foreign languages and, especially, more sensitive to cultural differences.

A society's culture has tremendous influence on the lives of its members. It affects how they think, behave and feel, and, along with a common language, it determines what is unique about them. It also provides them with a common identity as well as with a set of shared values and customs, and it gives them a heritage and life-style that bind them together. To be unfamiliar with or insensitive to another culture and its people is detrimental to intercultural communication and can impede friendly, productive and mutually beneficial relations. It can also lead to antagonisms and prejudices among peoples and, in some cases, it can result in violent disputes, including war. Notwithstanding these potentially dangerous consequences, most Americans still have ignored the importance of cross-cultural awareness and sensitivity and have payed even less attention to intercultural training or education, the means by which such knowledge and understanding can be transmitted. They continued to so until 1979.³

In that year, aroused by the gloomy report of President Carter's Commission on the declining status of foreign language and international studies, educators and other concerned individuals began to take steps to reverse the latter situation especially by making the public aware of the need for such studies for an

increasingly interdependent world. Thanks to their efforts, more and more professionals have become aware of the need for bilingual-bicultural and even multilingual-multicultural U.S. national personnel, and many have set up programs that have developed and are developing such a workforce. Indeed, some companies have made language and cultural training available to all prospective overseas personnel, while other firms claim that they have not assigned any of their staff overseas without some type of intercultural orientation.⁴ Notwithstanding these commendable actions, many of these programs still use the cognitive-didactic approach to instruction and merely give participants a tourist's knowledge and view of foreign languages and cultures.⁵ Moreover, while corporations would like to get out of the training business and turn it over to institutions of higher learning, they find the latter's cross-cultural programs too theoretical and less practical than their own.⁶

The primary aim of this presentation is to propose an intercultural component for special purpose foreign language courses (hereafter designated SPFLCs or SPFLC in the singular) that will meet the language and cross cultural needs of present and future career professionals. It is divided into four parts each one dealing with a specific aspect of the program development for such courses of study. The first part treats the procedures used to determine the type of intercultural instruction or training required. The next part enumerates and explains, specifically, the objectives that should guide the program, while the third part focuses on the themes and topics that should be included and developed in the classroom. The last part considers how a special purpose culture component is actually structured, while two appendices--one providing sample questionnaires for assessing the language and cultural needs of both students and professionals and the other providing model syllabus of a cross-cultural program--round out the presentation. With these areas of concern in mind, let us begin with the first part or procedure.

The first step in setting up any intercultural component for SPFLs concerns the making of preliminary program inquiries and determinations. The instructors in charge must obtain information about the latter and make decisions regarding how it is to be designed. They must ascertain the type of intercultural component needed as well as identify the clientele to be served, and they must decide on general and specific program goals. They must also define the professional, linguistic and cultural areas to be included and treated, and they must undertake research that will provide the information and materials necessary to develop the cross-cultural component. In addition, they must state the objectives and con-

tent areas of the latter in a clear and logical manner and set up instructional approaches and techniques. Above all, they must establish program requirements and consider the language ability and learning levels of participants. One of the most effective methods of obtaining this information is via a needs assessment.⁷ The latter, when properly conducted, will yield many facts about the type of program that should be developed for SPFLCs. However, rather than explain in detail how this process is undertaken, a sample questionnaire concerning the intercultural needs of professionals has been included in Appendix A. As will be seen, it contains two sets of questions: one directed to professionals and another to students. Both are required to determine the cross-cultural needs of participants and of the professional field.

Once the best questionnaire possible has been designed and administered and the results tabulated, the person or persons conducting the survey should make a report and study of the findings. They should disclose the facts and statistics that they have uncovered and compiled, and they should analyze and discuss how the data can be used to develop the appropriate SPFL intercultural component. Moreover, they should tie the results of the student survey to those of the questionnaire directed to professionals so that a more comprehensive picture of the intercultural communication and career needs of both can be obtained. Unfortunately, to date, no such report nor correlations have been made nor published. Despite this lack of data, inquiries of a more general nature concerning the language and cultural needs of business and other professionals have been undertaken and are cited in various publications.⁸ Most of them show the growing importance of foreign languages and reveal an increased demand for a better understanding of foreign cultures. Peggy Schoonover, in her report on the educational needs of the corporate world of Boise, Idaho, for example, states that the company officials she interviewed not only perceived a need for foreign language and cultural training but also attributed their failures in the international sector to a dearth of personnel competent in these two areas. One executive she quotes "wrote that his company 'would be more aggressive' in foreign trade if it had more people with skills in foreign languages and cultures 'simply because we would have people with an appreciation for the thoughts, feelings, culture, habits, customs, and speech of those we deal with.'"⁹ Other officials she surveyed expressed similar views about the significance of language and cultures in their work, but those of still another inquiry put even greater stress on culture, especially if training in the latter promoted awareness, understanding, empathy, and sensitivity.¹⁰ If these

and other individuals affirm the need for language and cultural training in their professional fields, what type of instruction, particularly in the cultural area, is beneficial to them?

According to experts and teachers in the intercultural field,¹¹ it is training that emphasizes those areas of language and culture related to the needs of the career field and leads to improved interpersonal communication between professionals of different backgrounds. More exactly, it is training that 1) provides participants with cultural awareness of themselves, especially from a behavioral and social point of view; 2) focuses on the customs, traditions, values, beliefs, attitudes, concepts, hierarchies, rules, time and space relations as well as on the verbal and non-verbal communication processes of the people of the culture being studied; 3) examines and discusses the practices and behaviors observed in the learner's professional fields; 4) presents and compares geographical, historical, socio-economic and political development and realities of the culture under consideration; 5) makes use of the foreign language being acquired not only as a means of expression but also as a medium for understanding what the people who speak it are like; and 6) it is training that leads to sensitivity and respect for cultural differences. In short, it is cultural instruction of the small "c" variety that seeks to explore and focus on a people's way of living and thinking and that attempts to furnish students with a knowledge, understanding and empathy for the latter. If this is the training recommended, how can instructors provide it? By designing a program that includes these elements.

The actual designing of an intercultural component for SPFLCs is a fairly straightforward process involving several steps, the first and most important of which is a statement of objectives. The persons responsible for preparing the SPFLC must indicate the aims of the cross-cultural segment and they must predict their outcomes. They must indicate the purposes of instruction and learning and they must define their scope, nature and results. They must also determine which aspects of culture should be included and how they are to be integrated into the SPFLC, and they must select those teaching approaches and techniques that will lead to improved participant performance and meet learner needs. This is not an easy task and its realization will depend on many things, especially on the findings of the needs assessment and the ingenuity and pedagogical savvy of the instructor. At present, and as far as has been able to be ascertained, no objectives have been formulated for an intercultural component of a SPFLC.

However, based on the findings of surveys and studies by experts such as Pusch,¹² they should seek to accomplish the following:

- 1) Expand U.S. professionals' awareness of their own behavior and attitudes so they can overcome such negative traits as ethnocentrism, stereotyping, and prejudice, and adopt the more positive ones of impartiality, respect, empathy, honesty, etc.--for all intercultural relations.
- 2) Help professionals acquire an understanding of the similarities and differences between their own and another culture via interactive exercises so they can become more knowledgeable of and sensitive to diverse life-styles and patterns of thinking.
- 3) Familiarize professionals with the foreign culture's socio-economic, political, geographical, historical, and ecological development and realities via multiple learning activities and experiences so they can better understand and accept the culture and its people.
- 4) Improve the intercultural communication skills of professionals through the mastery of the verbal and non-verbal language in the target culture so that they can communicate with greater ease with the latter's members.
- 5) Increase employees' professional expertise through situational and other exercises stressing the needs of the particular career field so they can resolve problems and meet mutual needs and goals.
- 6) Lessen the cultural shock of American personnel assigned abroad by means of simulation of real-life occurrences so they can have a more positive and satisfying experience overseas.

As will be noted, these objectives have some very special characteristics. On the one hand, they are comprehensive. They cover a variety of subject areas, from self and professional awareness to cross-cultural differences, and consider a host of more specific topics, including ethnocentrism, stereotyping, and prejudice. They also emphasize certain instructional approaches, particularly the cognitive and experiential, and intimate the learning activities that need to be carried out. Moreover, they treat the major aspects of intercultural communication and deal with the areas of interest to professionals, especially culture shock and non-verbal language. On the other hand, they are aim and outcome-specific. They

specify the purpose of instruction and learning and indicate the results that are to be achieved. They also point out the aspects of intercultural communication that must be treated, and they indicate what attitudinal changes, if any, will take place regarding professionals' perception of people of other cultures. Moreover, they are student-centered, that is, they focus on students and involve them in all activities, thus making them the benefactors of all instruction and learning. To be sure, these goals disclose little about the specific cultural themes or techniques to be treated and they reveal even less about the criteria for evaluating student performance. These are the concerns of other objectives, those formulated and stated for each task undertaken and which Seelye refers to as performance objectives.¹³ Course goals, however, do provide a good indication of the scope, type, and outcome of the training that should be given, and they establish parameters for the other aspects of program development, such as content, structure, materials, resources, strategies, and evaluation. They also set up guidelines and help initiate the next phase of course design: the determination and elaboration of content areas.

The selection and development of course content are important steps in setting up the intercultural component for SPFLCs. They indicate what will be taught and to what extent, and they shape the teaching-learning process. They are governed by several factors. Foremost, and as indicated above, they are guided by course goals. For example, if one of the objectives is to have students acquire a knowledge and understanding of cultural differences, especially as they relate to the behavioral patterns of a certain people, then the content areas selected must reflect and treat these aspects. They must provide information about cultural differences and they must focus on the particular behaviors considered. If, on the other hand, one of the aims is to acquaint participants with the economic or political attitudes of a country, the subject matter must deal with these areas of concern. It must furnish material which will consider the Hispanic views on work and authority, for example, and it must do so according to students' stated needs. Content selection and development also are contingent upon the specific professional area designated for study. If the component is designed for health personnel who are working or who will be working with Spanish-speaking patients, then the content must refer to those aspects of Hispanic culture which meet these professionals' needs. Thirdly, and lastly, the content of the intercultural component depends on its cultural orientation, that is, whether it is "culture specific" or "culture general." If it is "culture specific,"

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then the topics will emphasize a specific culture and will be presented in the official language of the latter. They will deal, for example, with the many different attitudes, values, concepts, beliefs, hierarchies, rules and customs of a culture or a country, such as Austria, and they will be presented in the native tongue, in this case, German. If, on the other hand, the course orientation is "culture general," the themes will stress the basic processes and skills of intercultural communication without referring to a specific culture and will be considered in the students' native tongue. They will treat such concepts as perception, awareness, assimilation, biculturalism and multiculturalism as well as focus on the ways in which intercultural relations and communication are developed and enhanced, and they will probably be treated in English. Most non-foreign language cross-cultural courses usually incorporate topics from one of these orientations, although some training programs, especially those organized for Peace Corps volunteers, choose themes from both. The content model listed below for the intercultural component of a SPFLC follows this bilateral format as well as the suggestions of such foreign language cross-cultural experts as Seelye,¹⁴ but it particularly recalls the objectives stated above:

POSSIBLE CONTENT AREAS FOR A SPFL INTERCULTURAL COMPONENT

I Self-Awareness and the Individual

- A. Dimension of personality, self-concept, perception, growth and development, the unconscious, creativity, prejudice

II Cross-Cultural Awareness

A. U.S. and foreign cultures

1. Culture: values, attitudes and concepts, customs and traditions, art forms, verbal and non-verbal communication
2. Social Structure: the family, leisure-time activities, education, political and judicial institutions, economy, communications, social stratification and proprieties
3. Geography and Ecology: territorial divisions and characteristics, attitude toward physical and social environment, technology, housing, travel, transportation

III Professional Awareness

- A. Concepts, attitudes, customs and behaviors peculiar to the specific pro-

- professional field under consideration in the SPFLC with emphasis on foreign and U.S. cultures
- B. History and realities of the foreign culture with respect to relations with the U.S.
- C. Specific intercultural problems and conflicts in the professional area

As can be seen, this content model possesses several distinctive features. First, it is divided and classified according to three types of social consciousness. The first group deals with self-awareness, while the other two treat cross-cultural and professional awareness. Each one is then divided into more specific topics and those in the cross-culture group are separated into subject areas of a still more specialized character. All divisions however, are interculturally related. Secondly, it lists themes appropriate for a SPFL intercultural component. In addition to awareness, it cites such topics as culture, social structure, geography and ecology, and underscores the intercultural concepts of perception, prejudice and family. It also makes comparisons between cultures and highlights subjects of particular relevance to the professional field. Thirdly, each content area stresses elements that will enhance cross-cultural communication. The self-awareness grouping, which emphasizes psychological behavior, concentrates on improving discourse between professionals of different cultures by having participants recognize and overcome their negative perceptions and attitudes of others. The "Cross-Cultural Awareness" section, in turn, builds on the previous one and helps students blend two ingredients essential for effective intercultural interaction: a knowledge of and sensitivity to cultural differences. It examines native and foreign cultures and considers those aspects which influence and condition the outcome of transcultural relations. The last category, "Professional Awareness," studies the behaviors, attitudes and concepts peculiar to the specific career-field and focuses on the problems and realities encountered in cross-cultural contexts. It is this module which makes the SPFL intercultural component unique as well as crucial to the success of the program and its participants.

The content model is also all-encompassing. It indicates the topics that should be covered in a SPFL intercultural component and treats almost all aspects of the cross-cultural communication process. It is also extremely general. It states what the cultural topics are, but it does not give detailed information about them. It does not cite the cultural values to be considered, nor does it indicate the aspects of the physical and social environment to be discussed. It

does not even mention what culture is to be studied. It is "culture general" rather than "culture specific." For it to become "culture specific," and, thus, able to be taught as an intercultural component for SPFLCs, some determinations and refinements have to be made. Instructors have to decide, again based on the needs of their students and the career field, which themes should be selected as well as for which culture or cultures, and they must consider how these topics are to be logically ordered and subsequently presented. They must also resolve the pressing issue of how this component is to be integrated into a SPFLC. In short, they must involve themselves in the next phase of course development.

This phase concerns the actual structuring of the intercultural component for SPFLCs and is the most important stage of program design. It indicates the subject matter to be covered and includes all the other aspects of planning and development of the specific component: the formulation of objectives, the statement and sequencing of content areas, the selecting of instructional materials and strategies and the setting up of evaluation procedures. It also points out the thematic and pedagogical orientations to be adopted for the course of study and lays the groundwork for syllabus preparation, its final written product. It has received the attention of such noted scholars and practitioners as Hoopes, Casse, and Wight, who have focused on the theoretical aspects of the intercultural process and has produced the important works of Nostrand and Ladu, who have provided constructs for general foreign language culture courses.¹⁵ Despite these efforts, no program structure or syllabus has been published nor proposed for a SPFL intercultural component. Consequently, to provide teachers with such a model, an exemplary and self-explanatory syllabus has been incorporated at the end of this article as Appendix B.

As will be noted, the syllabus proposes a comparison of U.S. and Spanish American cultures and complements a Business Spanish course and is presented separately. This is done to focus on the various aspects of the course of study as well as to permit instructors to see how the latter is constructed and developed. While seemingly ambitious in scope and intent, the program outline treats only that subject matter related and applicable to the professional field of study. It includes the three content areas mentioned above as well as the themes to be covered in each and it focuses especially on those aspects of culture directly related to intercultural communication. Moreover, it adopts a modular approach, that is, it presents a specific cross-cultural theme during a fifteen to twenty-minute segment of a class period of Business Spanish and treats those aspects directly or indirectly connected to the business topic under discussion. For example, if the topic being

treated in the business segment of the course is appointments or deadlines in a commercial setting, the intercultural segment would consider the theme of U.S. and Hispanic attitudes towards time and relate it to those areas of concern. More specifically, it would feature a cross-cultural mini-drama or case-study that would dramatize or narrate a possible area of conflict, such as an American businessman's anger upon being kept waiting by his or her Spanish-speaking counterpart for an important meeting and relate it to the former's unawareness of the Hispanic concept of time. After the dramatization of narration was completed, a brief discussion would be conducted and those intercultural aspects that would improve the understanding and communication skills of the participants involved emphasized. Other techniques or strategies could be used and all could be adopted for other SPFLCs. The important thing to bear in mind is that, if possible, the cross-cultural module or segment should coincide with the theme and objectives of the topic being introduced in the career area, as the other segments will indicate.

The various aspects of a possible model intercultural component for SPFLCs have been treated in this presentation. From the items detailed and discussed, it is clear that to set up such a component, definite steps must be taken. These include 1) the conducting of surveys and the reading of literature in the intercultural and career fields to ascertain participant educational needs as well as to gather data useful to program development; 2) the formulation of goals to indicate the objectives, tasks and expected outcomes of the course of study; 3) the selection and elaboration of content areas to define the specific subject matter to be treated; 4) the preparation of syllabi that will state the elements needed to make the component workable and successful; and 5) the determination and development of teaching techniques and strategies to carry out instructional learning process effectively. This process, of course, demands a great deal from SPFL instructors. It demands that they venture into new fields of knowledge and training and that they explore the less well-known areas of foreign and culture studies. It also asks them to put their communication skills to work to foster bonds of cooperation with colleagues and professionals in other fields. Above all, it exhorts them to acquire the same qualities they seek to instill in their students--perseverance, creativity, cosmopolitanism, cooperativeness, awareness, tolerance, empathy, honesty and helpfulness. In short, it asks teachers to become culturally enlightened as well as cultural enlighteners. A difficult and demanding task, it is, nonetheless, one that will greatly benefit and satisfy all who participate in its undertaking.

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APPENDIX A

(a) POSSIBLE QUESTIONS TO ASSESS PROFESSIONALS' EDUCATIONAL NEEDS

- 1) What is the name of your employer and how many employees are there?
- 2) What percentage of your employer's total operation is domestic? foreign?
- 3) If any of your employer's operation is foreign, which geographical areas does the latter include?
- 4) What percentage of the staff is based overseas? Where?
- 5) If your employer's operation is totally domestic, do you have clients who are foreign nationals or non-English speaking? What are their countries of origin?
- 6) Which sectors or areas of your employer's operation require a knowledge of foreign languages and cultures?
- 7) Which languages and language skills would be useful to staff employed in these areas and for what purposes?
- 8) If a knowledge of cultures were equally valuable to the staff cited above, which cultures and aspects of culture would be the most important?
- 9) What percentage of the staff has a survival language capability and in which languages?
- 10) What language/culture training, if any, does your employer provide?
- 11) Which of the following instructional-learning approaches would you prefer as a part of intercultural training: a) cognitive/didactic (lecture-discussion), b) affective/personal (behavioral studies), 3) practical/functional (situational) or 4) experiential (a combination of the above approaches)?
- 12) Would your employer be interested in a training program that would meet the language and cultural needs of staff members working in intercultural or intercultural settings?

(b) POSSIBLE QUESTIONS TO ASSESS STUDENTS' EDUCATIONAL NEEDS

- 1) In what field are you currently seeking a position? If known, what are the title and responsibilities of the position you are seeking?
- 2) What language(s), if any, would you use professionally or personally? Which have you studied in the last three years for at least two years?
- 3) Which culture(s) would you like to have a knowledge and understanding of?
- 4) Would you enroll in a foreign language culture course that would complement your professional training?

APPENDIX B

Sample Syllabus - Intercultural Component for Special Purpose Foreign Language Course

Business Spanish: Intercultural Component 3 credits, M,W,F 9-10

Business Across Cultures: Focus: U.S. & Spanish America Level: 3rd year

Required Texts : Condon, John C. Interacts: Mexico/U.S. Chicago: Intercultural Press, 1982.

: Mayers, Marvin. A Look at Latin American Life-Styles. Dallas: International Museum of Cultures, 1982.

: Zanger Vogel, Virginia. Exploración intercultural. Rowley, MA: Newbury House Publishers, 1984.

Recommended Texts: Miller, J. Dale, et. al. USA-Hispanic South America Culture Capsules. Rowley, MA: Newbury House Publishers, 1979.

_____. USA-Mexico Culture Capsules. Rowley, MA: Newbury House Publishers, 1979.

Reindorp, Reginald. Spanish American Customs, Culture and Personality. Macon, GA: Wesleyan College, 1968.

Stewart, Edward C. America Culture Patterns: A Cross-Cultural Perspective. Chicago: Intercultural Network, 1972.

Course Outline

Week

- | | |
|--------------|--|
| 1st | INTRODUCTION: Overview of course <ol style="list-style-type: none"> 1. Rationale, objectives, requirements, intercultural terminology 2. Description of the intercultural communication process |
| 2nd -
3rd | SELF-AWARENESS MODULE: Preparing oneself for intercultural communication and interpersonal relations via self-assessment <ol style="list-style-type: none"> 1. Dimensions of personality: unconscious (needs, drives) vs. super-conscious (what the culture has taught the individual to accept) 2. Concept of self (perspectives from which one view's one's total being) 3. Perception (its influence on intercultural communication) |

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4. Prejudice (emphasis on ethnocentrism and stereotyping with examples from American and Hispanic cultures)
 5. Growth and Development (its effect on personality and cross-cultural relations)
 6. Creativity (how it is used as a positive tool in transcultural communication)

4th - CROSS-CULTURAL MODULE: U.S. and Spanish America

10th

1. Culture
 - a. Value Systems: individualism, regionalismo (patria chica) patriotism and nationalism (role of violence), personalismo, honor, authority, work and leisure, materialism vs. idealism, status, beauty and love (dating customs, piropos)
 - b. Underlying Assumptions of Fact: human nature, social relations, man and nature, concept of time and space
 - c. Art Forms: fine arts (painting, sculpture, music and dance), theatre and cinema, literature
 - d. Language: verbal (cultural idiosyncrasies, associative and affective meanings of words and expressions, idioms and sayings), non-verbal (gestures, special relations, etc.)
2. Social Structure
 - a. The family: extended vs. nuclear, compadrazgo system, role of male and female (machismo and marianismo)
 - b. Social stratification: social classes, ethnicity, etc.
 - c. Social proprieties and other considerations: greeting customs, food, dress, etc.
 - d. Religion: traditional and changing role of the Catholic Church and realities of other faiths
 - e. Political and Judicial Institutions: centralism, caudillismo, communism, etc.
 - f. The Military: violence and golpe de Estado ("coup d'état")
 - g. Economy: agrarian vs. industrial (the information age)
 - h. Education: Spanish vs. U.S. models, literacy vs. illiteracy
 - i. Communications: media, censorship
 - j. Recreation: sports, holidays, entertainment, fiestas

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3. Geography

- a. Territorial divisions and characteristics
- b. Attitude toward physical and social environment
- c. Travel and transportation
- d. Technology

11th - PROFESSIONAL AWARENESS MODULE: Business

- 15th
- 1. Business practices in the U.S. and Spanish America
 - a. Bargaining
 - b. Nepotismo
 - 2. Concepts and attitudes in U.S. and Spanish American business relations
 - a. Time orientation
 - b. Personalismo (interpersonal and family relations)
 - c. Work Ethic and Authority
 - d. Materialism vs. Idealism
 - 3. Areas of conflict and factors involved in U.S. and Spanish American business relations and transactions
 - a. Technical (managerial, marketing, accounting, etc.)
 - b. Linguistic (verbal and non-verbal communication)
 - c. Socio-economic and political realities
 - d. Overseas assignment: culture shock, anomie, etc.

Description of Component and Requirements

General Description

Given the international character of U.S. business, there is a great need for professionals not only fluent in one or more foreign languages but also knowledgeable and understanding of several cultures. This component is designed to provide you with an awareness of Spanish American culture and the skills necessary to communicate effectively in intercultural settings. It will focus on those areas crucial to successful transcultural communication and interpersonal relations--self awareness, cross-cultural awareness, and professional awareness--and will stress how they affect the general intercultural processes. Moreover, it will be conducted in Spanish and show how language, the highest expression of culture, plays an integral part in all intercultural relationships. On the other hand,

it adopts a modular approach within the business language classroom framework, that is, it devotes 15 to 20-minute segments of class time to an activity or activities relating to one of the aforementioned areas of intercultural communication and awareness. Each activity, whenever possible, is directly or indirectly connected to the business topic under discussion. In this way, a more holistic and integrated course of study is provided which considers all essential elements of business relations and communications in cross-cultural or international contexts.

Objectives

1. You will become familiar with the basic concepts of culture and communication to understand their role and importance in interpersonal relationships.
2. You will examine your own behavior and learn how it affects the cross-cultural interactive processes so you can overcome negative attitudes and perceptions and develop positive ones.
3. You will become knowledgeable of similarities and differences between U.S. and Spanish American cultures, especially regarding values, attitudes, concepts and customs, to respond with greater understanding and sensitivity in intercultural situations.
4. You will learn about the socio-economic and political realities of Spanish America to help you comprehend the origins, circumstances, problems and needs of that region.
5. You will learn to develop an awareness of the specific values, attitudes, concepts and customs that characterize the Spanish-speaking business world so you can deal with them with greater effectiveness.
6. You will learn to recognize and reckon with some of the main problems of U.S. and Spanish American business relations stateside as well as overseas so you can cope with such negative feelings as culture shock and anomie.
7. You will focus on the cultural idiosyncrasies and associative and affective meanings of words in Spanish to improve your ability to communicate in the latter.

Approaches, Techniques, Activities

To successfully communicate and interact cross-culturally, you will not only need

awareness of yourself, your profession and U.S. and Spanish American cultures in general, but you will also have to know how to use this knowledge and understanding skillfully and effectively. Consequently, this course will employ the following training and learning approaches, techniques and activities.

1. Cognitive-didactic (acquisition of knowledge): you will begin to acquire knowledge about yourself, your profession and U.S. and Spanish American cultures via readings, lectures--including guest-lecturers--, written assignments, films, oral reports and the use of culture capsules, clusters, assimilators, mini-dramas and case studies.
2. Affective-personal (behavioral skills): you will gain an understanding of what influences your attitudes, behaviors and emotions, and those of Spanish Americans, as well as how they may affect various situations, and you will learn how to recognize and cope with behaviors different from your own via individual conversations, small-group discussions involving Spanish speakers, and affective exercises.
3. Practical-functional (situational): you will learn to confront and deal with the customs, values, etc., characteristic of intercultural communication and situations via simulations involving the recognition and respect of cultural differences.
4. Experiential (combination of the above): you will reflect on your communicative and interpersonal behavior as well as to develop the various skills needed for effective interaction in cross-cultural business and social situations via exercises and techniques entailing critical analysis, problem-solving and simulations of real-life situations.

Resources and Materials

To provide you with an effective course of study and valuable intercultural experiences, the following materials will be used as indicated:

1. Required and recommended texts to present a general and specific view of the subject matter to be treated.
2. A brief bibliography to provide additional readings related to self-awareness, U.S. and Spanish American cultures and international business.
3. Films, slides, records, tapes and other audio-visual aids, as well as arti-

cles and selections culled from U.S. and Spanish American newspapers, magazines and other literature, both social and business-related, to give you a more authentic view of life and thought in the U.S. and Spanish America, and other forms of realia (pottery, etc.) and foods to familiarize you with specific items and customs of the two cultures.

Requirements

Entry: You should undertake all work assigned throughout the semester, but you should be especially willing to submit to the rigors of the course of study including those that will require you to come to grips with the realities and traits of your own personality as well as with your perceptions of other peoples and cultures.

Exit : You should plan to do the following:

- a. Read all pages assigned in texts and other sources.
- b. Participate in all in-class and out-of-class activities.
- c. Complete and turn in all requested written assignments.
- d. Take all oral and written examinations and quizzes.
- e. Write and present three short papers.

Evaluation

Your performance and work will be evaluated based on the requirements stated above and according to the following classifications, proceedings and grading systems indicated below. There will also be an instructor and course evaluation.

Oral classroom participation	25%	A = 90-100
Three oral/written presentations	30%	B = 80- 89
Examinations	25%	C = 70- 79
Written and other assignments	20%	D = 60- 69
	<u>100%</u>	F = Forget it!

¹ David A. Ricks, et. al., International Business Blunders (Columbus, OH: Grid, Inc., 1974), p. 59.

² Mireya Pérez-Erdelyi, "Cultural and Linguistic Fluency: Spanish for Medical Health Professions," included in Foreign Languages for the Professions: An Inter-cultural Approach to Modern Communications, Proc. of the Conference at Northeastern University, 14 May 1981 (Weston, MA: CIHED, 1981), pp. 88-89.

³ In her well-documented study of the training needs of U.S. multinational corporations, conducted in the mid-1970s, Margaret Inman indicates that most of the personnel she surveyed did not see the significance of nor received extensive training in foreign languages or cultures (Margaret Inman, "Foreign Languages and the U.S. Multinational Corporation," The Modern Language Journal, 64 [1980], pp. 64-74.

⁴ Venecia Rodríguez, "Increasing International Business Opportunities Through Improved Cross-Cultural Training" in Foreign Languages for Business, Proc. of the EMU Conference on Foreign Languages for Business, 7-9 Apr. 1983, Ypsilanti, MI (ERIC ED 239 493), p. 30.

⁵ Philip R. Harris and Robert T. Moran, Managing Cultural Differences (Houston: Gulf Western Publishing Co., 1979), p. 79.

⁶ Albert Wight, et. al., Guide for Peace Corps Cross-Cultural Training. Part III: Supplementary Readings (Estes Park, CO: Center for Research and Education, 1970), p. 39 (ERIC ED 059 939).

⁷ Pierre Casse, Training for the Cross-Cultural Mind, 2nd ed. (Washington: The Society For Intercultural Education, Training, and Research [SIETAR], 1980), p. 223.

⁸ See Peter A. Eddy, "Foreign Language Skills and Jobs," Pacific Northwest Conference on Foreign Languages, 26, 2 (1975), pp. 41-47.

⁹ Peggy Schoonover, "Foreign Languages Desired but Unrequired," ADFL Bulletin, 13 (1982), p. 17.

¹⁰ Michael S. Tang, "On Site Transcultural and Foreign Language Training for Business and Industry" in Foreign Languages for Business, Proc. of the 1983 EMU Conference on Foreign Languages for Business (ERIC ED 239 495), p. 384.

¹¹ Lloyd Baird, et. al., The Training and Development Sourcebook (Amherst, MA: Human Resource Development Press, 1983), p. xiii; Casse, pp. 134 and 223.

¹² Margaret D. Pusch, et. al., "Training for Multicultural Education Competencies," in Multicultural Education: A Cross-Cultural Training Approach, ed. Margaret D. Pusch (Chicago: Intercultural Press, Inc. 1981), pp. 86-95.

¹³ H. Ned Seelye, "Performance Objectives for Teaching Cultural Concepts," Foreign Language Annals, 3 (1970), pp. 566-78.

¹⁴ H. Ned Seelye, Teaching Culture. Strategies for Foreign Language Educators (Skokie, IL: National Textbook Co., 1974), p. 33; Debbie Barndt, "The Cross-Cultural Communications Workshop" in David S. Hoopes, et. al., eds. Readings in Intercultural Communication (Pittsburg: Univ. of Pittsburg, 1972), II, 63-111.

¹⁵ See Howard Lee Nostrand, ed., Background for Teaching French. 3 vols. (Seattle: Univ. of Washington, 1967) (ERIC ED 031 964; ED 031 989; ED 031 990); Tora Tuve Ladu, et. al., Teaching for Cross-Cultural Understanding (Raleigh: Dept. of Public Instruction, 1968) (ERIC ED 035 335).

¹⁶ While originally stated in Spanish, the model syllabus included in Appendix B of this article is given in English to facilitate comprehension and accessibility.